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“INTERNATIONALISATION OF HIGHER
EDUCATION”
AN EVALUATIVE STUDY OF
INTERNATIONALISATION EFFORTS AT THE
UNIVERSITY OF CHESTER

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of Chester for the degree of Master of Business Administration**

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Abstract

“Higher Education” is considered to be the most internationally traded commodity in the era of Globalisation. The proposed research study aims at understanding the various theoretical concepts of “Internationalisation of Higher Education” around the globe and in particular to “Internationalisation of Higher Education” among the UK universities. The research aims at comparing the internationalisation efforts at a group of sample universities located in different parts of UK and University of Chester. Based on the comparative analysis, the researcher lists out the major findings of this study regarding the effectiveness and drawbacks of the current level of internationalisation at the University of Chester. The researcher also tries to suggest appropriate recommendations for improving the “Level of Internationalisation” at the University of Chester in the years to come.

Declaration

This work is original and has not been submitted previously for any academic purpose.

All secondary sources are acknowledged.

Signed

Date

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List of Abbreviations
HEIs- Higher Education Institutions
UoC- University of Chester
CVCP- Committee of Vice-Chancellors and Principals (UK).
IAU – International Association of Universities
WTO- World Trade Organisation
GATS- General Agreements on Trade in Services

Chapter 1: Introduction

1.1 Background to the Research

Higher Education Sector is one of the highly “Internationalised” commodities in the modern era of Globalisation. Since 1990, universities around the world have become more internationally active through increased student mobility, staff exchange and increasingly international dimension of the curriculum (Spring, 2002). The international dimension and the position of higher education in the global arena, have become more dominant in International, National and Institutional documents and Mission Statements than ever (Knight, 2006). The IAU (International Association of Universities) Survey, 2003 indicated that, 73% of Higher Education Institutions across the globe give high priority to “Internationalisation” (cited by Knight, 2006a p.42). UK HEIs are also taking significant participation in the global education race. The proposed study aims at making an evaluative assessment about the effectiveness and limitations of the internationalisation efforts at the University of Chester in the lights of a detailed review of literature in the area of “Internationalisation of Higher Education” and results obtained from the Questionnaire Survey conducted among a sample group of HEIs located in various parts of UK including University of Chester.

1.2 Research Question and Aims

The research question considered for the current study is:

“Internationalisation of Higher Education- An evaluative study of the internationalisation efforts at the University of Chester”

For the purpose of the current study, major theoretical aspects of internationalisation of higher education are gathered from various published literature on “Internationalisation of Higher Education”. The current research attempts to understand the general practices of “Internationalisation among UK HEIs”, with the help of inputs gathered from a Questionnaire Survey conducted among a sample group of HEIs located in various parts of UK including University of Chester. The internationalisation efforts of the University of Chester also have been studied with the help of the information obtained from the Survey and personal Interviews conducted with Senior Officials in charge of

Internationalisation efforts at the University of Chester. The researcher also aims at making a Comparative Study on the internationalisation efforts at the University of Chester and the Surveyed universities in order to assess the major drawbacks and effectiveness of the current “Level of Internationalisation” at the University of Chester. The research study also attempts to suggest possible recommendations for the improvement of internationalisation efforts adopted by the University of Chester. Thus, the important aims of the proposed study can be summarised as the following:

- ❖ To gather a reasonable theoretical understanding about the idea of “Internationalisation of Higher Education” through the review of relevant Literature on the area of study.
- ❖ To develop a reasonable level of understanding regarding the practices of internationalisation among the UK HEIs gathered through the review of available Literature and results of the Questionnaire Survey.
- ❖ To make a comparative study on the “practices of Internationalisation” among the UK universities participated in the survey with those of the University of Chester.
- ❖ To list out the major findings regarding the “Level of Internationalisation” at the University of Chester based on inputs gathered from the Comparative Analysis and rounds of personal Interviews with Officials in charge of Internationalisation efforts at the UoC.
- ❖ To draw out appropriate conclusions of the research study; enabling the researcher to make possible recommendations for improving the Internationalisation efforts at the University of Chester.

1.3 Justification for the Research

There has been an ever-increasing competition in the Higher Education Sector around the globe. In order to withstand in this competition race; it has become essential for all the HEIs around the world, to adopt a “Global or International Dimension” into their academic and administrative functioning. Since the University of Chester is in its preliminary phase as an independent university, it has to be more aggressive in its internationalisation efforts to find a reputable space in the Global Education arena. The current study aims at understanding the major limitations and effectiveness of “Level of

Internationalisation” at the University of Chester; with the purpose of drawing out appropriate recommendations for improving its “International Profile” in future.

1.4 Methodology

The research was undertaken with a mixed method approach making use of both qualitative and quantitative information. An Online Questionnaire Survey was conducted for the purpose of gathering information on the internationalisation efforts among a group of universities located in various parts of UK including UoC; where the Questionnaire was served to the responding universities via e-mail. Additional information regarding the internationalisation practices of the University of Chester have been obtained from several rounds of personal Interviews with Senior Officials, who are in charge of Internationalisation efforts at the University. Various quantitative information were also required for the effectiveness of the study, which were collected from reports obtained from the University of Chester and other official web sources of Higher Educational Bodies; like British Council, UKCISA, HEFA, OECD, and UNESCO.

1.5 Outline of the Chapters

The research study has been presented in six different chapters.

Chapter 1 introduces the core research problem, aims and background of the proposed study.

Chapter 2 deals with the basic research aim of understanding the theoretically informed concepts and ideas of “Internationalisation of Higher Education” around the globe and in the UK Higher Education Sector.

Chapter 3 discusses the Research Strategy and Methodology used in the current study. This chapter also describes the Research Design and major Limitations of the proposed study.

Chapter 4 explains the major Findings of the proposed study regarding the “Level of Internationalisation” practiced at the University of Chester, followed by a Comparative Analysis of the internationalisation efforts at a group of UK universities and University of Chester on the basis of Questionnaire Survey.

Chapter 5 draws out Conclusions from the Findings given in chapter 4 and tries to answer the Research Aims and overall Research Question of the current study.

Chapter 6 lists out the Recommendations for further improvement in the “Level of Internationalisation” at the University of Chester based on the observations of the current study.

1.6 Definitions

- ❖ **Surveyed Universities:** - For the purpose of the proposed study, 80 universities located in various parts of UK were considered as the sample population. All of these 80 universities were served with a “Questionnaire on Internationalisation of Higher Education” via e-mail. However, only 25% of the total sample population have participated in the survey. For the convenience of referencing, the researcher has mentioned these respondent universities as ‘Surveyed Universities’ and ‘Respondent Universities’ in the current research report.

- ❖ **Case Study Organisation- University of Chester:-**University of Chester is regarded as the Case Study Organisation for the current research study. The research is aimed at evaluating the level of internationalisation at the University of Chester in comparison with the internationalisation practices of ‘Surveyed Universities’ in the lights of observations gathered from the “Literature Review Process”.

1.7 Summary

The current chapter gave a brief introduction about the proposed research study. It explained the major Aims and Question of the current research study. This chapter also

gave a short note on the Methodology to be adopted in the current study, followed by a brief description of various Chapters included in this research study report. Conceptual framework formulated regarding the various concepts and ideas of “Internationalisation in Higher Education” based on the review of relevant Literature on the subject area studied have been included in Chapter 2.

Chapter 2: Literature Review

2.1 Introduction

This chapter aims at understanding the three important areas of the proposed research study. First part of the chapter describes the relevant theoretical concepts and ideas of “Internationalisation of Higher Education”. Subsequently, the researcher illustrates the various aspects of “Internationalisation of Higher Education” in the UK Education Sector along with a brief description of various National and International level policies formulated for the promotion of Internationalisation of Higher Education in the UK. The third section of this chapter gives a brief note on the Case Study Organisation, i.e. University of Chester.

2.2 Internationalisation of Higher Education

The ever growing impact of Globalisation has influenced the Higher Education Sector in the world. The “Internationalisation of Higher Education” is one of the ways in which a country responds to increasing impact of Globalisation. Identification of education as a service in the context of the General Agreement on Trade in Services (GATS) of the World Trade Organisation (WTO) has increased the scope for commoditisation of “Higher Education” across the globe (De Wit, 2008). Hence, HEIs throughout the world have changed rapidly over the past two decades and have been increasingly subject to Globalisation and increased competition, leading to enhanced “Commoditisation of Knowledge and Education” around the globe (Parker and Jary, 1995 cited by O’Meara and et.al 2001).

2.2.1 Globalisation VS Internationalisation of Higher Education

Teichler (2004), Knight (2005), Scott (2006), Altbach (2006a, 2006b) have addressed the complex relationship between Globalisation and Internationalisation of Higher Education (cited by Kemal Gürüz, 2008). Though the terms ‘Internationalisation’ and ‘Globalisation’ are used interchangeably, there are conceptual differences between both words in the context of “Internationalisation of Higher Education” (Brown and Oplatka, 2006). Knight and De Wit, 1997 describe “Globalisation as the flow of technology,

economy, knowledge, people, values, ideas across borders. Globalisation affects each country in different ways due to a nation's individual history, traditions, culture and priorities". Whereas, "Internationalisation of Higher education is one of the ways in which, a country responds to the impact of Globalisation respecting the individuality of the nation" (Atkinson, 2001). Thus, Internationalisation and Globalisation are seen as different; but dynamically linked concepts (De Wit, 2002). Altbach (2006b cited by De Wit, 2008) defines globalisation as "the broad economical, technological, and scientific trends, that directly affect higher education" and defines Internationalisation of Higher Education as "specific policies and programmes undertaken by Governments, Academic Systems and Institutions and even individual departments to support student or faculty exchanges, encourage collaborative research overseas, set up joint teaching programmes in other countries or a myriad of initiatives". Thus, Globalisation can be regarded as the catalyst; while Internationalisation is the response, although a response in a proactive way. (Knight, 2003).

2.2.2 Definitions of Internationalisation of Higher Education

The term "Internationalisation" covers different things, and includes different dimensions, with varied stresses at different levels of higher education (Yang, 2002, p. 72 cited by Douglass, 2007). The definition of "Internationalisation of Higher Education" varies based on the characteristics of the stakeholder groups; such as Government, Management of the Institution, Faculty members, Academic Disciplines, and Students. These differing perspectives result in several reasons for adopting different approaches to "Internationalisation of Higher Education" (Trilokekar, 2007 cited by Dunn and Wallace, 2008).

Internationalisation of higher education is defined as "the process of integrating an international, inter cultural and global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education". (Knight 2005). This definition is considered to be more comprehensive on giving the relevant emphasis on the process and the three important functional dimensions of universities; such as teaching, research and service. Integration and infusion are also significant in this definition to ensure that the international dimension is a central part of programmes,

policies, and procedures. (De Wit, 2008). The idea of internationalisation is that, it is a dynamic process and not a set of isolated activities (Solberg and et.al, 2002).

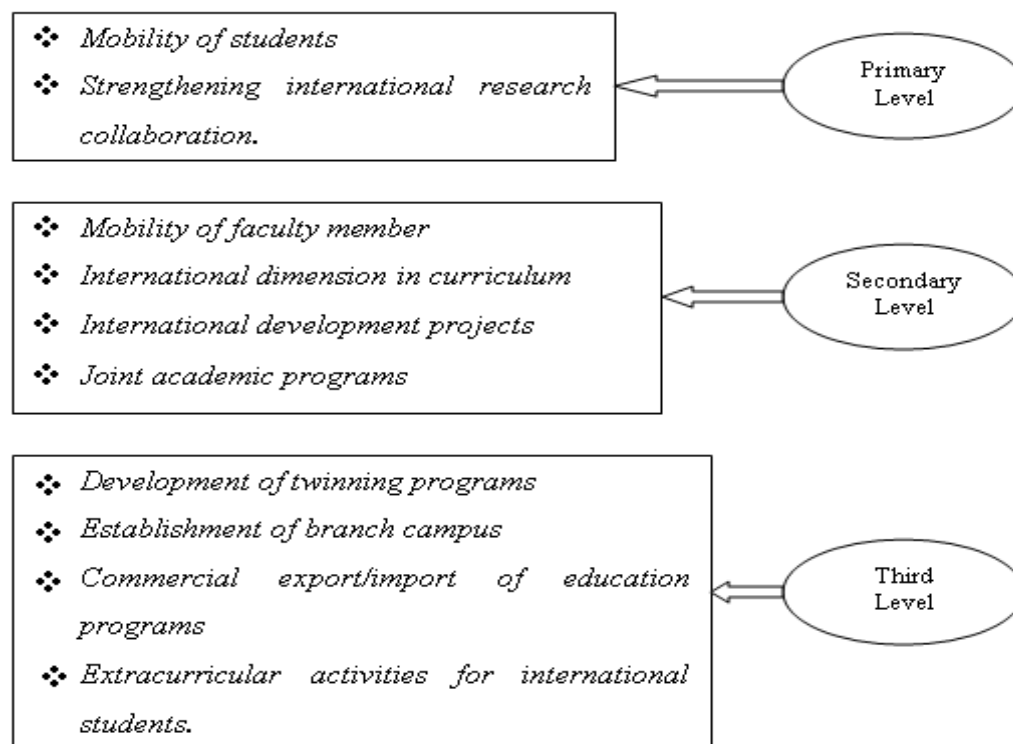
According to OECD (2003), it is “the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions”. In 2005, within the framework specified by UNESCO and OECD Guidelines for “Quality Provision in Cross-Border Higher Education”, the two organisations agreed to define cross border higher education as “higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders”. GATS consider education as “a service; a commodity that is not only produced and consumed domestically, but also traded internationally”(Mark Bray 2003). These definitions have marked out some common ground concerning internationalisation, but they continue to suggest that, a precise and comprehensive definition may be impossible (Elkin and et.al, 2008). Thus all the above definitions describe internationalisation as a process, which integrates an international dimension or perspective into the major academic functions of a Higher Education Institution (Knight and De Wit 1995, p. 17).

2.2.3 Important Aspects of Internationalisation

Since there is no general consensus regarding the scope of “Internationalisation” in the higher education sector (Smith and Parata, 1996 cited by Scott, 2000), universities across the globe claim themselves to be “international” in their course titles and prescriptions (McKellin, 1998 cited by Forrest and Altbach, 2002), simply by having one or two overseas campuses or recruiting large number of overseas students to their home campuses. Different authors have adopted divergent perspectives with different emphasis, including international contributions on curricula, tutorial instructions in foreign languages, faculty and student exchanges (Svensson, 1994), the multiple activities, programmes and services that fall within international studies, international educational exchanges and technical co-operation (Arum & Van de Water, 1992), mobility of academic personnel (Welch, 1997; Welch & Denman, 1997), and foreign language education (cited by Forrest and Altbach, 2002). In other words, internationalisation of higher education involves different types of academic and

extracurricular activities practiced at HEIs including Curricula Development and innovation, Scholar/Student/Faculty Exchange programmes, Technological Assistance, Intercultural Training, Recruiting of International Students and Joint Research Initiatives (Knight & De Wit, 1995). IAU (International Association of Universities) Survey 2003 grouped the major “Aspects of Internationalisation” in three levels of importance as shown in Figure 2.1.

Figure.2.1 Important Aspects of Internationalisation



(Source: IAU Survey, 2003)

The respondents to the IAU Survey (2003) identified that, Mobility of Students through Overseas Recruitments and Exchange Programmes as the major aspects of internationalisation supported with the motivation for strengthening the International Research Collaboration, Mobility of staff, Joint Academic and Development Partnerships around the world, thereby bringing an “International Dimension” into the curriculum and profile of the organisation. Ebuchi (1990 cited by O’Meara and et.al, 2001) also sees “Internationalisation” as a process by which the teaching, research and service functions of a Higher Education System become internationally and cross-

culturally compatible satisfying the definition proposed by Knight and De Wit, (1999) that internationalisation aims at incorporating an international, inter cultural and global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education. Hence, for a university, internationalisation means the awareness and operation of interactions within and between cultures through its teaching, research and service functions, with the ultimate aim of achieving mutual understanding across cultural borders (Hagen, 2002). Thus, “Internationalisation in the Higher Education” helps in cultural integration among the different cultures in the world (Cartwright, 2006 cited by Templer and et.al2008).

2.2.4 Rationales (Significance) of Internationalisation

There are several and different reasons for Internationalisation of Higher Education. Such reasons are changing and closely linked to each other; they are either complementary or contradictory, especially, when they vary based upon the interests of diverse stakeholder groups (DeWit, 2008). Furthermore, reasons for “Internationalisation of Higher Education” vary between and within countries. Knight and DeWit (1995) categorised the reasons for internationalisation into four groups: political, economic, academic, and social-cultural. The political reason is often considered more important at the National level than at the Institutional level. The economic reason has increasing importance and relevance in developed countries around the world. They consider internationalisation in higher education as an effective way to improve and maintain a competitive edge to develop a highly skilled and knowledgeable work force and to invest in applied research. The academic reason is linked directly with enhancing the teaching and learning process and achieving excellence in research and scholarly activities. The social-cultural reason for internationalisation is changing in lights of the potential impact of Globalisation. (Jane Knight, 1999, pp. 201-238).

Knight (1999) has also added that these four types of reasons are not entirely distinct or exclusive. An individual’s, an institution’s, or a country’s motivation is a complex and multileveled set of reasons evolving over time and in response to changing needs and priorities. In another literature, Knight (1999, pp. 9-10) has also listed other reasons for internationalisation, which are human resources development, strategic alliances,

commercial trade, nation building and socio/cultural development, cultural identity, citizenship development, national security, technical assistance, peace and mutual understanding, and economic growth and competitiveness.

The 2003 IAU Survey report, revealed the following as the major reasons for the adoption of internationalisation at its member universities.

- ❖ Mobility and Exchanges for Students and Teachers
- ❖ Teaching and Research Collaboration
- ❖ Academic Standards and Quality
- ❖ Research Projects
- ❖ Co-operation and Development Assistance
- ❖ Curriculum Development
- ❖ International and Inter-cultural Understanding
- ❖ Promotion and Profile of Institution
- ❖ Diversify Source of Faculty and Students
- ❖ Regional Issues and Integration
- ❖ International Student Recruitment
- ❖ Diversify Income Generation

2.2.5 Internationalised Disciplines and Programmes

Integrating an international and intercultural dimension into the curriculum is a key thrust of “Internationalisation” (Knight,1997). De Wit (1995) suggested that, there was no standard definition of internationalisation of the curriculum. The terms “Internationalisation” and “Internationalisation of the Curriculum” are sometimes used as if they were synonymous; when in fact, they have different meanings. OECD defined internationalisation of the curriculum as “curricula with an international orientation in content, aimed at preparing students for performing in an international and multicultural context, and designed for domestic as well as foreign students” (IDP, 1995 cited by O’Meara and et.al 2001). IAU Survey, 2003 illustrated the following as the major internationalised disciplines at the member HEIs.

- ❖ Business Administration
- ❖ Social Sciences
- ❖ Health Sciences
- ❖ Arts and Humanities
- ❖ Natural Sciences
- ❖ Engineering
- ❖ Information Technology.

Most of the HEIs across the globe have strong international Academic Partnerships and Students' Exchanges and Recruitments in the subjects of Business and Administrative studies, Social and Health Science followed by Engineering and Information Technology. English Language is also a favourite subject of study among the international students in various English speaking countries along with Medicine, Computer Science, Arts and Law (Scott, 2000).

2.2.6 Benefits of Internationalisation

IAU Survey, 2003 suggested the following significant benefits of internationalisation at Higher Education Institutions across the globe. The respondents to the survey gave more significance on “human development” benefits than “economic development” benefits of internationalisation of higher education. (Source: IAU Survey Report, 2003). They are:

- ❖ Promotion of the international profile of institution
- ❖ Improve the academic standards and quality
- ❖ International co-operation in teaching and research collaboration
- ❖ Diversify source of faculty and students
- ❖ International and inter-cultural understanding
- ❖ Diversified source of income
- ❖ Developing an international dimension in curriculum

HEIs across the globe adopt internationalisation strategies with the objective of promoting the “International Profile” of their institutions and achieving international Academic Standards; thereby acquiring a worldwide reputation as an “International

High-Quality Institution”. In other words, internationalisation is regarded as an “attempt” to attract the brightest of scholars/faculties, a substantial number of international students, and high-profile research and training projects. International teaching, research collaboration and development projects, supported by a diversified source of faculty and students; help the HEIs to achieve an inter-national and inter-cultural understanding (Gürüz, 2008) in their academic functioning. The universities around the world focus on recruiting large number of international students in their home campuses with the major motivation of generating huge income through the international student fees (Brown and Oplatka, 2006). However, the income generated from internationalisation activities need to be reinvested to enhance underfunded aspects of internationalisation (Spring,2002). Internationalisation of higher education has been facilitating International Education/Academic Alliances aimed at achieving scientific, economic, technological or cultural objectives at both National and Institutional level.(IAU Survey, 2003)

2.2.7 Risks of Internationalisation

Though internationalisation is considered to be the need of the hour, it also brings in major risks associated with it. The significant “Risks of Internationalisation of Higher Education” revealed by IAU Survey (2003), are the following: (Source: IAU Survey Report, 2003).

- ❖ Brain drain
- ❖ Loss of cultural identity
- ❖ Commercialisation or commoditisation of education
- ❖ Threat to quality of education
- ❖ Delivery of academic programmes in English language

Developing countries and developed countries consider the movement of scholars, students and teachers from one country to another in different perceptions. When large number of scholars, students and teachers permanently leave an economically under developed country and settle in a developed foreign country, the origin country loses their valuable human resources. Hence, the under developed country regards it as ‘brain drain’ and developing country considers it as ‘brain gain’ as they could attract more

quality human resources to their country (Trilokekar, 2007 cited by Dunn and Wallace, 2008). The erosion of cultural identity is also regarded as a major risk due to excessive internationalisation in education (Ayoubi and Al-Habaibeh, 2007). Excessive commoditisation and commercialisation of education will pose a greater risk to the quality of higher education around the world as unscrupulous institutions focus on generating more income without concentrating on the quality of academic delivery (Knight, 2004). In order to bring global dimension into curriculum, most of the HEIs around the world, develop their courses and programmes in English language, which is a matter of concern for the students of non English speaking countries (Gürüz, 2008). This concern and perceived risk was directly linked to the issue of preservation and promotion of their national language as a teaching medium.

2.2.8 Obstacles to Internationalisation

Though there is a considerable increase in the awareness and popularity for the concept of “Internationalisation of Higher Education” across all regions of the world, many barriers are also faced in its successful and sustainable implementation at the institutional level (Ayoubi and Al-Habaibeh, 2007). The future of internationalisation of higher education faces many challenges as the trends of commercialisation and commoditisation are seen to have threatened the human development, research, and national capacity benefits of internationalisation (Elkin and et.al, 2007). HEIs around the world, point out the following as the major obstacles concerned with the implementation of internationalisation at their organisations (IAU Survey 2003).

- ❖ Lack of policy/strategy to facilitate the process of internationalisation
- ❖ Lack of financial support
- ❖ Administrative inertia or difficulties
- ❖ Insufficiently trained or qualified staff to guide the process
- ❖ Increasing level of competition among HEIs
- ❖ Issue of non-recognition of work done abroad
- ❖ Lack of reliable and comprehensive information

Most of the national Governments around the world have been framing specific policies for the enhancement of internationalisation of their respective education systems, so as

to make them more globally competent. However, internationalisation efforts practiced at HEIs around the globe faces many challenges. The IAU Survey (2003), argues that, the most important obstacle faced by HEIs in the internationalisation process, is the lack of financial support to undertake more productive and innovative “Internationalisation Strategies”. Administrative difficulties and lack of efficient co-ordination of internationalisation efforts of various academic departments within institutions are considered to be other major challenges. Insufficiently trained staff at the international offices of HEIs also causes a major worry for the effective functioning and co-ordination of internationalisation affairs of the universities across the globe (Scott, 2000). HEIs also concerned about the fact that, the academic partnerships and efforts done outside the national frontiers are not recognised by their home governments and more over; lack of funding for most of these efforts also have been threatening the growth of many of these International Academic Partnerships and Commitments.(IAU Survey 2003).

2.2.9 Approaches to Internationalisation of Higher Education

There are a number of generic approaches that institutions are using, as they plan and implement an ‘institution-wide’ Internationalisation Strategy. There are different types of approaches to internationalisation at the institutional level, recommended by Knight (1994 and 2004).They are:

- ❖ Activity Approach
- ❖ Competency Approach
- ❖ Ethos Approach
- ❖ Process Approach

The Activity approach describes the need for bringing an international dimension into the major activities of the HEIs, such as International Student Recruitments, development of International Academic Collaborations, promotion of Staff/Student Exchange programmes etc. The Competency approach to internationalisation focuses on the generation and transfer of knowledge, to develop competencies among the personnel in an educational institution, i.e. students and staff; to be more internationally knowledgeable and inter-culturally skilled. The Ethos approach to internationalisation

attempts to create an explicit inter-cultural or inter-national climate, which encourages or fosters the development of inter-national and inter-cultural values and initiatives. The Process approach to internationalisation tries to bring more inter-national or inter-cultural dimension into academic programmes as well as the guiding procedures and policies of the institution. In summary, these four typologies of approaches to internationalisation are complementary to each other and not certainly mutually exclusive.(Knight,1999 and Knight,2004)

2.2.10 Strategies for Internationalisation of Higher Education.

Universities across the globe adopt a global /international dimension into research, teaching, service functions, management policies and systems at the institutional level in order to promote their institutional profile in the modern era of “Globalised Education” (Gürüz, 2008). Hence, for ensuring a sustainable growth in the global education sector, universities around the world have to adopt effective operational strategies. Adoption of international dimension into both Academic activities as well as Organisational factors is central to achieving a successful and sustainable implementation of “Internationalisation Strategies” in an Educational Institution (Knight, 2004). The University of Tokyo specified five important strategies for the internalisation of higher education. These strategies have global implications requiring the entire organisation to participate in the efforts of internationalisation (The University of Tokyo, 2005 as cited by Altbach, 2008). In summary, these strategies include:

- ❖ Provision of an internationally recognised high standard of education
- ❖ Enhancement of research activities through strengthening international research networks
- ❖ Promoting co-operation with international society
- ❖ Improvement of infrastructure to promote “internal internationalisation”
- ❖ Formulation of a long-term internationalisation plan

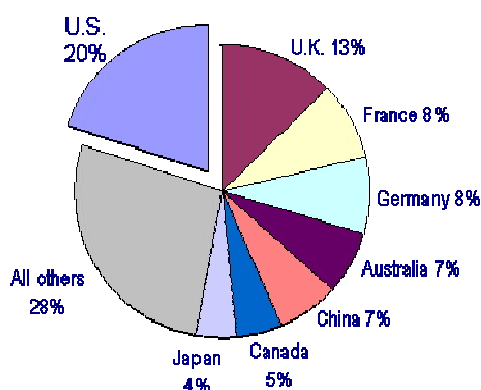
Knight (2004) suggested the requirement for an “institution-wide strategy” for internationalisation efforts at HEIs across the globe, categorised into ‘Programme strategies and Organisational strategies’. Programme strategies refer to those initiatives which are academic in nature; relating to the teaching, learning, training research,

advising or supporting activities of the institution both at home and abroad. They can be divided into four major categories: academic programmes, research and scholarly activities, extracurricular activities, external relations and services both domestically and abroad.(Knight,2006).Organisational strategies include resources, policies, procedures, administrative systems and supporting infrastructures; which facilitate and sustain the international dimension of HEIs. These strategies have been grouped into four generic categories: governance, operations, support systems, and human resource development. (Knight, 2006).

2.2.11 Internationalisation of Higher Education around the Globe- An overview

The OECD (1996) encouraged universities to think of internationalisation as a preparation for a global economy. Though there are various modes of internationalisation of higher education, Student Mobility is considered to be the most significant of them among HEIs all across the globe (IAU Survey,2003). Therefore, the following figure (Figure 2.2) showing the major Global Education Destinations among the international students, will be helpful in understanding the significance of the listed countries in the “Internationalisation of Higher Education” around the globe.

Figure 2.2 Major Global Education Destinations



(Sources: Project Atlas 2008 data from partner organizations, UNESCO/OECD 2008data)

Figure.2.2 reveals that, US continues to be the most preferred location for international higher education, followed by UK and rest of the world. The major English speaking countries such as the USA, UK and Australia were early entrants in the International

Education Sector. In the USA, Central Agencies have been developing many schemes and policies for enabling their HEIs to adopt more advanced modes of internationalisation strategies (Spring, 2002). Likewise, the Government of Australia has been giving considerable emphasis to internationalisation of their universities (IDP, 1995 cited by O'Meara and et.al 2001). Singapore is also adopting strong strategies to enable its universities to improve the quality of their education system through international academic partnerships and increased overseas student recruitments (Kemal Gürüz, 2008). In the mainland Europe, higher education systems are offering many programmes in English and institutions are becoming much more attractive to foreign students (De Wit, 2008). Thus, national governments across the globe give considerable importance to the "Internationalisation" of their respective higher education systems, so as to improve the Academic Quality for achieving a sustainable economic growth in the long run (Elkin and et.al 2005).

2.3 Internationalisation of Higher Education in UK- Introduction

The UK higher education sector has a wide-ranging and growing engagement with people, institutions and organisations around the world. This engagement is vital for academic, social, cultural, political and economic sustainability and for the constant renewal of the Higher Education Sector in the UK (Pursglove, 2007). International Education exports generate an estimated £12.5 billion per annum for the UK Economy. The largest chunk of this, derives from International Student Recruitment, which is estimated to be worth £8.5 billion per annum to the UK Economy (British Council, 2009). The "British Council's Vision 2020" report indicates that, the global market will grow substantially in the future, increasing the potential revenue to cross £20 billion by 2020 (British Council, 2009). Therefore, UK HEIs try to be more competent in the Global Education Arena by designing and developing various courses and qualifications, research projects and quality international education experience aiming at a highly lucrative international market.

2.3.1 Efforts of Internationalisation in the UK Higher Education Sector

There has been an expansion in internationalisation activities of the HEIs located in various parts of UK, primarily represented by International Partnerships, International

Student Recruitments, Overseas Research and Academic Alliances, development of Joint Academic Programmes, Student and Faculty Exchange Programmes etc. over the past few years.(Spring,2002) Internationalisation in UK higher education could be seen as the inevitable result of different factors. According to Rudzki (2000, cited by Hagen,2002) these may include: changes in government policy concerning the status of foreign students; the need to undertake collaborative research; the introduction of the European Commission's ERASMUS mobility programme; the search for additional funding that arose in consequence of reduced funding from the central government; and the pursuit of excellence. "Internationalisation of Higher Education" not only brings huge benefits financially, but also contributes immeasurably to the intellectual vitality of UK, to the cultural richness of campus and community life, and helps to forge fruitful trade and diplomatic links around the globe (Atkinson, 2001). A survey done by CVCP (1998, cited by Knight, 2004) shows that, most universities in UK have an "Institution-wide Internationalisation Strategy", which was included in their Mission Statements. Thus, UK Education Sector is focussing on making a significant impact on its 'Global Positioning' by adopting a much wider internationalisation agenda: one which strikes a better balance between recruitment, partnerships, research and capacity building (Elkin and et.al, 2005).

2.3. 2 Statistical Evidences of Internationalisation Efforts of UK HEIs

The total number of non-UK students studied at the various HEIs in UK was 341,790 in 2007/08 compared to 325,985 and 307,040 in 2006/07 and 2005/06 respectively. Out of the total number of overseas students in the United Kingdom in the academic year 2007-08, almost 83% were studied in England, 9% in Scotland, 6% in Wales and merely 2% in Northern Ireland. However, the percentages of international student population across all the four regions were almost similar ranging between 10-16%. China and India are the major senders of international students to UK HEIs accounting for almost 30% and 20 % respectively; followed by USA with a contribution of 11% of the international students enrolled in HEIs located in different parts of UK in 2007/08. Republic of Ireland, Germany, France, Greece and Cyprus are the other major senders of overseas students to UK HEIs with a share of 17%, 15%, 14%, 14% and 11% respectively. UK HEIs had 7,165 overseas campuses and academic partnerships with nearly 30,000 overseas organisations in different parts of the world at the end of

Academic Year 2007-08. Nearly 80% of the total international students in the UK have enrolled for full time post graduation and under graduation courses in which more than 32% are studying for academic programmes in Business and Management studies followed by Engineering and Technology and Social Studies accounting for 15% and 11% respectively.(Source: UKCISA statistics on Higher Education in UK for the academic year 2007-08)

2.3.3 International Policies for Promoting Internationalisation among UK HEIs

European higher education sector is facing many challenges and undergoing fundamental reforms that go beyond national boundaries and even beyond the European Union (EU) (De Wit, 2008). There have been various initiatives taken by the European countries in improving quality, structure, funding and competitiveness of European Higher Education. These international level policies also have significantly influenced the internationalisation efforts of Higher Education Institutions (HEIs) across Europe including those in the UK. The important among these policies are discussed below.

2.3.3.1 ERASMUS Exchange Programmes

It was from the beginning of 1980s that, “Student/Scholar Mobility in Higher Education” gained a reasonable political and economical consideration among the Governments and Educational Institutions in Europe. Though, there were various programmes aimed at promoting exchange of students and scholars among the HEIs in Europe, these programmes were limited in scope and funding opportunities. “Joint Study Programmes” of European Commission was one among the initial programmes of this kind, aimed at promoting Joint Programmes of Study and Research between institutions in several member states. The primary focus of this programme was to encourage academic mobility within the European Commission. This scheme was replaced in 1987 by the “European Action Scheme for the Mobility of University Students (ERASMUS)” aiming at improving the Academic Co-operation and Exchange within the European Commission (De Wit, 2008). Over the past few years, European Union has developed various other programmes for enhancing the Academic Mobility among the HEIs in Europe such as Leonardo da Vinci, ALBAN, the EU-US Cooperation Programme, Nordplus Programme of the Scandinavian countries, Ceepus

Programme among 10 countries in Central, Eastern and South Eastern Europe and Marie Curie Programme. Of these, more than 80% of students participate in ERASMUS Exchange Programmes revealing the high level of importance and scope of ERASMUS (Knight, 2004). On comparing the inbound and outbound mobility in ERASMUS, the United Kingdom and Ireland are the major net importers as against the major net exporters such as Bulgaria, Romania, and Lithuania. (Waechter and Wuttig, 2006, p.165 cited by De Wit, 2008)

2.3.3.2 Bologna Process

With the purpose of harmonising the French Education System with that of the European System, an agreement was signed by the Education Ministers of France, Germany, Italy and the United Kingdom in 1988 in Paris, which was named as “Sorbonne Declaration”. The positive reception of the “Sorbonne Declaration” paved the way for a similar agreement aiming at bringing uniformity in the education systems of all the European Countries. This agreement named as “Bologna Process”; which was signed on 19th June, 1999 in Bologna, Italy by the Ministers of Education from 29 countries in Europe. Later, the number of signatory countries was increased to 45 (De Wit, 2008). Bologna Process is monitored in every two years to assess the progress in its implementation process. There are 6 major objectives of the “Bologna Process” (Bologna Declaration, 1999 cited by De Wit, 2008) which are given below:

1. Adoption of an easily comparable Degree System across the Europe
2. Adoption of a system essentially based on two main cycles, Undergraduate and Post graduate
3. Establishing a common system of credits, such as European Credit Transfer System (ECTS) as a means of promoting Student Mobility
4. Promoting mobility by overcoming obstacles to the effective exercise of free movement
5. Promoting European co-operation in Quality Assurance in Higher Education
6. Promoting the European Dimension in Higher Education
7. Promoting the attraction of European Higher Education Area

2.3.3.3 The Lisbon Strategy and the European Research Area.

Following the formation of Bologna Process, the European Council initiated another internationalisation policy framework named as “Lisbon Strategy”, which was established in March 2000. The purpose of this agreement was “to make Europe-the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion” (World Economic Forum, 2004 cited by De Wit, 2008). The Lisbon Strategy was adopted for a 10-year period indenting to deal with the low productivity and stagnation of economic growth in the European Union (EU) through the formulation of various policy initiatives to be taken by the EU Member States. The Lisbon Strategy has eight various dimensions. One of its major dimensions, is to develop European Research Area (ERA) focussing on enhancing better integration and coordination of various research activities at National and European Union level to make them more innovative and efficient.(European Council, 2000 cited by De Wit,2008)

The success of various academic co-operation programmes and agreements initiated among the European countries paved the way for more enhanced International Collaborations and Partnerships in the Higher Education Sector linking institutions in Europe with counterpart Institutions all over the world. The most important among these programmes includes ERASMUS Mundus Programme, TEMPUS(Trans European Mobility Programme for University Studies), PHARE(Poland and Hungary: Assistance for the Economy) programme, etc have strengthened several forms of academic co-operation, both in R&D and Education among the Higher Education Institutions located in various European countries.(De Wit,2008)

2.3.4 National Level Policies for Promoting Internationalisation of UK HEIs

Increasing level of competition in the International Education Market makes UK Higher Education Institutions to be highly creative and innovative in the adoption of the internationalisation strategies, in order to maintain the existing market share in the Global Education Industry. It is therefore more important than ever, to have a strong “National Brand” which is distinctive and differentiates the UK from other countries, and one which is supported by sophisticated communication strategies. With this

intention government of UK in association with British Council launched the “Education UK Brand” in 2000. Education UK brand is one of the strongest and most successful brands in International Education (British Council, 2009). Research undertaken by IDP Education in Australia highlighted the UK’s Education Brand as the strongest among student audiences (cited by Knight, 2004). The UK Government has developed various strategies for the improvement of internationalisation efforts in the UK Higher Education Sector. Most of the government programmes are designed for the purpose of strengthening the various aspects of internationalisation such as:

- ❖ International Student Recruitment
- ❖ Outward Mobility of Staff and Students
- ❖ International Academic Partnerships
- ❖ International Research Collaborations

For enabling the HEIs to adopt a global dimension into their academic profile, the UK Government has developed several projects to encourage internationalisation at its HEIs, the important of them are:

- ❖ The Prime Minister’s Initiative for International Education (PMI)
- ❖ BRIDGE - British Degrees in Russia
- ❖ UKIERI - UK-India Education and Research Initiative
- ❖ England-African Partnerships
- ❖ DELPHE - Development Partnerships in Higher Education programme
- ❖ INSPIRE – International Strategic Partnerships in Research and Education

The major highlights of these various National level policies initiated by the UK Government for the promotion of “Internationalisation Efforts in the UK Education Sector” are illustrated in Table 2.1.

Table 2.1 National Level policies for promoting Internationalisation of UK HEIs

1	The Prime Minister’s Initiative for International Education (PMI)
	<ul style="list-style-type: none"> ❖ Implemented in two phases PMI1 and PMI2. ❖ PMI1 launched in 1999 aimed at improving international student recruitments to UK HEIs.

	<ul style="list-style-type: none"> ❖ Following the success of PMI1, the second phase PMI2- a five year programme was launched in 2006. ❖ PMI2 objectives: <ul style="list-style-type: none"> ○ Increasing International Student Recruitment ○ Enhancing International Academic Collaborations ○ Developing Strategic Partnerships ○ Promoting the “UK Education Brand” in the global education arena. ○ Finding out new Sources of international students ○ Ensuring the quality of international student experience
2	BRIDGE - British Degrees in Russia
	<ul style="list-style-type: none"> ❖ Launched in 2004 for duration of 4 years until 2008, later extended up to 2010. ❖ Aimed at enhancing Academic Collaborations between HEIs in UK and Russia. E.g developing Dual Degrees or other mutually recognised academic qualifications ❖ This project is sponsored by the Department for Innovation, Universities and Skills (DIUS), is managed by the British Council and is supported by the National Training Foundation.
3	UKIERI - UK-India Education and Research Initiative
	<ul style="list-style-type: none"> ❖ A Five year initiative to create strong Academic and Research Collaborations between HEIs in India and UK for achieving a sustainable long term Academic Alliances between both the countries. ❖ Initiated based on extensive consultation in India and the UK, including Governments, Regulatory Bodies such as the Indian University Grants Commission, associations such as ‘Universities UK’ and the Association of Indian Universities, Educational Institutions and the Business Sector. ❖ Over 475 new Indo-UK Higher Education and School Alliances have been established in a short span of 2 years of its launch.
4	Educational Partnerships in Africa (EPA)
	<ul style="list-style-type: none"> ❖ Aims at strengthening Higher Education Partnerships between English Further Education (FE) and Higher Education (HE) Institutions and sub-Saharan African universities and education and training institutions, which aimed to develop and strengthen Capacity and Academic Quality of African Higher Education.

	<ul style="list-style-type: none"> ❖ EPA builds upon the recent successful England-Africa Partnerships (EAP) Programme which supported innovative approaches to institutional capacity building in the African HE Sector. ❖ EPA will invest £4.5 million in at least 73 partnership projects from January 2009 to January 2011. ❖ EPA ensures engagement of employers and social enterprises in education partnerships for the betterment of Education Systems in sub Saharan Africa.
5	DELPHE - Development Partnerships in Higher Education programme
	<ul style="list-style-type: none"> ❖ Funded by the UK Department for International Development (DFID) and managed by the British Council. ❖ Aimed at promoting Academic Alliances and Partnerships between UK HEIs and those from countries including Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Nepal, Pakistan and Vietnam
6	INSPIRE – International Strategic Partnerships in Research and Education
	<ul style="list-style-type: none"> ❖ Funded by British Council for strengthening the Academic and Research Partnerships between the UK Higher Education Institutions (HEIs) and a strategic selection of countries in Central & South Asia, including Pakistan, Bangladesh, Kazakhstan and Afghanistan. ❖ The Programme covers a wide range of Academic Partnerships including Research Exchange Programmes, Strategic Academic Partnerships etc.

(Source: British Council, 2009)

2.4 Introduction to Case Study Organisation - University of Chester

University of Chester is one of the oldest English Higher Education Institutions in England, which was established in 1839 for providing professional training for teachers. The University formally became an affiliated college of the University of Liverpool in 1930. After facing threat of closure in the early 1930s, the institution succeeded as a leading Higher Educational Institution in the region by expanding its academic profile by offering various courses in Arts and Science disciplines by the early 1970s. It changed its name as Chester College of Higher Education to reflect its wider academic profile during that period.

The College expanded in 2002 through the acquisition of the higher education faculty and campus of the Warrington Collegiate Institute. In 2005, Chester College was awarded full university status and became an independent university renamed as “University of Chester”. It gained the right to award its own research degrees in 2007. University offers around 130 courses in its two campuses located in Chester and Warrington. The University of Chester now has around 15,000 students recruited from the United Kingdom and overseas, particularly from India, China, United States, Japan, Russia, Greece, Finland, Nigeria, Hong Kong and Singapore. Development of well-respected courses in Health and Social Care, Humanities, Business and Management, Arts and Media, Social Science, Applied and Health Sciences and Education and Children’s Services has further extended the University’s work and connections with industry, commerce and the professions. (Source: University of Chester web sources).

2.5 Summary

The literature review chapter tried to discuss the various theoretical concepts and ideas of “Internationalisation in the Higher Education” arena across the globe in two sections followed by a brief introduction about the case study organisation. The first part of this chapter illustrated the basic concepts of “Internationalisation of Higher Education” across the globe including the distinction between Globalisation and Internationalisation, various Aspects, Rationales (Significance), Benefits and Risks, key Obstacles of Internationalisation supported with additional information on major Global Education Destinations, Internationalised Disciplines, and different Approaches and Strategies of Internationalisation of Higher Education. The second phase of the chapter described the internationalisation of HE in the context of UK Higher Education Sector with the various National and International level policies developed for the promotion of internationalisation at the HEIs in UK supported with additional Statistics on internationalisation practices at the UKHEIs. The final section of the chapter narrated a brief history about the Case Study Organisation considered for the study, i.e. University of Chester.

Chapter 3: Methodology

3.1 Introduction

This chapter explores the research philosophy adopted for the proposed research. It informs the research methods used in the current research including the research philosophy, the strategy, research design and ethical factors considered in alignment with research question and aims of the current study.

3.2 Research Philosophy

The philosophical stance taken will have a key impact over the methodology adopted for a research study. As Burke (2005 cited by Saunders and et. al 2007) says: “The research paradigm, acts as a ‘set of lenses’ for the researcher”. Epistemology concerns with what constitutes an acceptable knowledge in a field of study (Saunders and et.al 2007). Saunders et. al (2007) describe three epistemological stances: Positivist, Realist and Interpretivist (or phenomenon logical). Positivists prefer working with an observable social reality and the end product of such a research can be law- like generalisations similar to those produced by the physical or natural sciences. Positivist philosophy relies on testing of hypotheses and believes that, every thing can be known and proved (Fisher, 2007). Sobh and Perry (2006 cited by Fisher, 2007) note that, positivism is not suited for conducting research in areas of human behaviours, such as consumer behaviour. Thus, it is more relevant in scientific research, and not in social science. The ‘Interpretivist’ believes that, the world is complex and cannot be fully understood and rationalised into general rules and theories. (Saunders and et. al 2007).

Ardalan (2006 cited by Saunders and et. al 2007) states that, interpretive paradigm considers social reality as the result of the subjective interpretations of individuals. This philosophy does not support hard facts and theories (Fishers 2007) and relies on qualitative rather than quantitative data (Saunders and et al, 2007). Since the proposed study considers both qualitative and quantitative data, it was needed to adopt a philosophy that lies between the two extreme viewpoints of positivist and interpretivist; i.e. realist approach. Although realist approach is quite similar to a positivist

philosophy, it is not as rigid in the belief that, 'all things can be known'. It focuses on testing hypotheses and proving relationships recognising that, there will be unknown knowledge. Therefore, it does not try to predict with certainty that, things will happen as a more 'scientific or positivist' view point would do (Fisher 2007).Sobh and Perry (2006 cited by Fisher,2007) suggest that, 'realist approach' is a suitable method for qualitative research, whereas Fisher (2007) argues that, like positivism, realist approach is helpful in quantitative research too.

3.3 Research Strategy

The proposed research is mainly based on a qualitative method of research, though it also considers quantitative data regarding International Students' Recruitment, staff and student participation in the Exchange programmes and such other efforts of internationalisation practiced at the University of Chester. In order to gain a reasonable level of understanding about the internationalisation practices of universities located in various parts of UK, a structured questionnaire was developed in the lights of theoretical themes and concepts of "Internationalisation of Higher Education" gathered from a detailed literature review.

"Questionnaire" is a significant research instrument and structured tool for collecting primary data. It is generally, a series of written questions for which, the respondents have to provide the answers (Bryman and Bell, 2003). While authors such as Kervin (1999) considers questionnaires as useful techniques in which, persons answering the questions actually records their opinions or perceptions or facts as answers, De Vaus (2002) sees a questionnaire in a much wider context by describing it as, a technique in which, various persons are asked to answer the same set of questions. For the purpose of assessing the major similarities and differences in the internationalisation efforts among the UK Higher Educational Institutions, the current study conducted a survey among a sample group of 80 UK universities (of which only 20 universities participated in the survey) and University of Chester with the help of the same questionnaire. The questionnaire used for the purpose of the study was designed in such as way, as to enable the researcher to understand the various aspects and efforts of internationalisation at the both groups of surveyed universities.

The questionnaire used for the current study was drafted in the lights of the theoretical and conceptual framework formulated on the basis of inputs gathered from the review of literature on “Internationalisation of Higher Education” and from the questionnaire used by IAU(International Association of Universities) Survey, 2003. IAU is a world wide association of HEIs established in 1950, aimed at facilitating international co-operation in Higher Education around the world. The Survey (2003) enabled IAU to gather a comprehensive idea about the practices, issues and trends relating to the word-wide implementation of the concept of “Internationalisation of Higher Education”; summarised on the basis of responses from 176 HEIs participated in the Survey from 66 different countries in the world. The scope of the current study is limited, when comparing with the scope and significance of the IAU Survey of 2003. Though the major concept and idea of the current study was developed by the researcher based on the IAU Survey,2003, efforts have also been taken by the researcher to maintain the uniqueness of the current study; without over relying on the facts and observations of IAU Survey.

In addition to the idea obtained from the IAU Survey, the researcher also has incorporated inputs and observations gathered from an extensive review of published literature on the area of “Internationalisation of Higher Education” in the formation of the Questionnaire used for the current study. The Questionnaire is attached in Appendix 2 for reference. The Questionnaire used for the current study consists of questions spread over four sections, they were:

- ❖ Institution information
- ❖ International policy
- ❖ Internationalisation priorities
- ❖ National/ Regional level policy framework for Internationalisation

In the first phase, the basic information about the respondent university were collected, which included name and address of the university, name, designation and contact details of the official completing the questionnaire on behalf of the responding university. The second part of the questionnaire aimed at understanding the policies of internationalisation at the respondent universities. This section contained questions on the significance of internationalisation at the respondent institutions such as, presence of

“Institution-wide Internationalisation Policy or Strategy”, functioning of an efficient international office, and budgetary provision for the internationalisation efforts at the respondent institution. Question on the major reasons for the adoption of internationalisation efforts at the respondent universities, was also included in this section. The third section was the most significant part of the questionnaire used for the current study; where the researcher tried to gather information regarding the most significant elements of “Internationalisation Practices” at the respondent universities relating to the following areas:

- ❖ Modes of internationalisation.
- ❖ Benefits (reasons) of internationalisation
- ❖ Internationalised disciplines
- ❖ Internationalised programmes
- ❖ Geographic priorities
- ❖ Major modes of student mobility
- ❖ Major senders of international students
- ❖ Major partnering countries
- ❖ Obstacles of internationalisation

The respondents were asked questions on the above mentioned areas with a number of options which were based on the theoretical understanding and ideas formulated during the “Literature Review Process”. The researcher intended to collect the relevant information about the “Level of Internationalisation” practiced at the respondent universities from the questions included in this section.

The last section in the questionnaire tries to gather information regarding the presence of National and Regional level policies for the promotion of internationalisation practices at the responding universities. These questions have enabled the researcher to understand the initiatives taken by the UK Government for the promotion of internationalisation efforts in the UK Higher Education Sector.

The questionnaire so prepared, was sent to sample population of 80 universities located in various parts of UK via e-mail. Out of the total number of universities considered for the study, 20 universities responded to the survey. The same questionnaire was used for

obtaining information about the internationalisation practices at the case study organisation, i.e. University of Chester. The inputs gathered from the Questionnaire Survey of both groups of respondents, enabled the researcher to make a Comparative Analysis on the internationalisation efforts at all the responding universities including University of Chester. The Comparative Analysis proved beneficial in assessing the similarities and differences in the internationalisation practices at the both groups of respondent universities. In order to get more relevant information regarding the efforts of internationalisation at the University of Chester, personal Interviews also were carried out with Senior Officials who are in charge of Internationalisation efforts of the University. These studies have enabled the researcher to assess the ‘effectiveness and drawbacks’ of the internationalisation practices at the University of Chester in the lights of theoretical framework formulated during the “Literature Review Process”. Efforts are also made by the researcher to draw out significant suggestions for the improvement of “Level of Internationalisation” at the University of Chester in the future.

3.3.1 Justification for the adopted Research Strategy

- ❖ The structured questionnaire method of data collection was found useful in collecting the relevant information about the internationalisation efforts at the surveyed universities in a uniform manner.
- ❖ Since one of the research aims was to understand the general practices of internationalisation among the universities located in various parts of UK, an Online Survey was proved convenient, time saving and economical.
- ❖ The Online Survey was conducted by sending the questionnaires via e-mail to the international offices of 80 universities located in different parts of UK.
- ❖ To enable ease of comparison, the same questionnaire was used in interviewing the International Development Officer of the University of Chester in order to understand similarities and variations in the practices of internationalisation at the surveyed universities and University of Chester.
- ❖ In order to gain additional information on the various activities of internationalisation in the UoC, other Senior Officials at the University of Chester also were interviewed with structured and semi-structured questionnaires. The most significant of them, was the interview with the newly appointed Dean of International Development at the University of Chester,

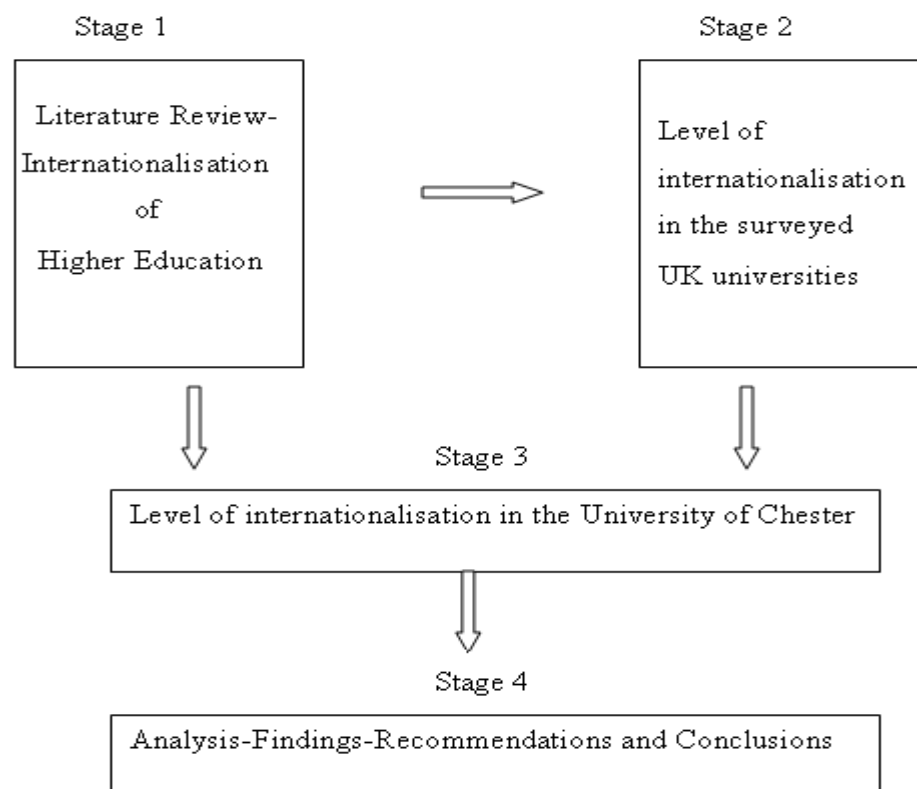
whose observations and ideas were useful in drafting the recommendations of the current study.

- ❖ In order to provide adequate evidences regarding the internationalisation efforts of the University of Chester, various quantitative data were also obtained from its International Office. They include statistics and information regarding the overseas student recruitment, student / staff participation in exchange programmes etc.

3.4 Research Design

Research design can be considered as the “structure of research” which illustrates all the major parts of the research project; such as the sample or groups, measures, treatments or programmes, and methods of analysis (Ghauri and Gronhaug, 2005). Figure 3.1 explains the research design followed by the researcher for the proposed study.

Figure 3.1 Model of Research Design of the Proposed Study



The proposed research process consists of 4 stages, they are:

Stage 1 Literature Review- Internationalisation of Higher Education

Stage 2 Level of Internationalisation in the Surveyed Universities in UK

Stage 3 Level of internationalisation in the University of Chester

Stage 4 Analysis-Findings-Recommendations and Conclusions

3.4.1 Stage 1: Literature Review-Internationalisation of Higher Education

The initial stage in the current study will be focussing on acquiring a reasonable level of understanding about the various theoretical concepts and ideas regarding “Internationalisation of Higher Education”. This phase has been prepared in reference to the published literature of various authors, research reports and statistical information published by various Higher Education Bodies across the globe. This section covers the following aspects of internationalisation in the higher education arena practiced across the globe.

- ❖ Globalisation VS Internationalisation of Higher Education
- ❖ Definitions of Internationalisation of Higher Education
- ❖ Important aspects of internationalisation
- ❖ Rationales (significance) of internationalisation
- ❖ Internationalised disciplines and programmes
- ❖ Benefits of internationalisation
- ❖ Risks of internationalisation
- ❖ Obstacles to internationalisation
- ❖ Approaches to Internationalisation of Higher Education
- ❖ Strategies for Internationalisation of Higher Education
- ❖ Internationalisation of HE around the globe- current scenario

3.4.2 Stage 2: Level of Internationalisation in the Surveyed Universities in UK

The second phase of the research aims at understanding the “Level of Internationalisation” practiced among the UK Education Sector, in the lights of the insights drawn from the phase one. Due to the limitation of time and cost, a sample

population of 80 universities located in various parts of UK were selected for the survey. The major internationalisation practices at the respondent universities were assessed on the basis of information gathered from the Online Survey; conducted among these universities with the help of a structured questionnaire. Though a sample population of 80 universities were considered for the study, only 20 universities were responded to the survey. The respondent universities were located in distinct geographic regions in the United Kingdom, which enabled the researcher to understand regional differences in the internationalisation practices among them. The information gathered from the Questionnaire Survey; helped in comparing the internationalisation efforts of the surveyed universities with that of the University of Chester.

3.4.3 Stage 3: Level of Internationalisation in the University of Chester

The third phase of the research focuses on assessing the “Level of Internationalisation” practiced at the University of Chester. Efforts are made to understand the level of internationalisation at the University of Chester in the lights of conceptual model framed in stages one and two. This stage aims at comparing the efforts of internationalisation practiced at the surveyed universities and University of Chester with the help of the theoretical ideas gathered from the Literature Review phase and inputs gathered from the results of Questionnaire Survey. The important aspects of Comparative Analysis consists of the following; such as

- ❖ Modes of internationalisation.
- ❖ Benefits (reasons) of internationalisation
- ❖ Internationalised disciplines
- ❖ Internationalised programmes
- ❖ Geographic priorities
- ❖ Major modes of student mobility
- ❖ Major senders of international students
- ❖ Major academic partnering countries
- ❖ Obstacles of internationalisation

3.4.4 Stage 4: Analysis-Findings-Recommendations and Conclusions

The fourth stage of the study, aims at making a comparative analysis of the efforts of internationalisation practiced at the responding universities and the University of Chester. The data collected through the Questionnaire Survey and additional reports regarding the activities of internationalisation at the University of Chester have been used for the purpose of the analysis. The Comparative Analysis proved useful in listing out the major findings of the research study. The research study also aims at making relevant suggestions for the improvement of “Level of Internationalisation” at the University of Chester in the lights of published literature regarding the best practices of internationalisation of higher education as recommended by various authors around the world. The observations obtained during the rounds of Interviews with the Senior Officials of the University of Chester also helped in proposing the major recommendations of the current study.

3.5 Method of Analysis of Data

The primary aim of the research is to frame a theoretical understanding about the various concepts and ideas regarding the “Internationalisation of Higher Education”. The study also aims at recognising the practical implications of the concept of “Internationalisation of Higher Education” among HEIs located in various part of UK. The researcher also tries to understand the level of internationalisation at the case study organisation, i.e. University of Chester in the lights of internationalisation practices among the sample group of UK HEIs and theoretical understanding about the subject area under study; i.e. “Internationalisation of Higher Education”.

In order to enable the researcher to make an effective comparison of the internationalisation efforts of both the sample UKHEIs and University of Chester, a common questionnaire was framed as explained in section 3.3 on the research strategy adopted for the current study. For the purpose of the current study, a sample of 80 universities located in various parts of UK was identified. A structured questionnaire on “Level of Internationalisation” was circulated to the selected universities via e-mail requesting them to participate in the survey. However, only 25% of the sample population was participated in the survey. The results obtained from the questionnaire

survey were analysed and the summarised; in order to make a comparison about the practices of internationalisation both at the surveyed universities and University of Chester. For the purpose of effective interpretation of the observations gathered from the questionnaire survey, a condensed analytical table was prepared, which is attached in Appendix 3 of the current report. The various stages involved in the process of analysing the observations obtained from the questionnaire survey are listed below.

- ❖ For the current research study, the respondents to the survey were asked to select the important aspects about the internationalisation efforts at their respective institutions on a scale of 1 to 5; where score 1 is given for the options having the highest importance and 5 for the least important.
- ❖ For the purpose of analysis of the results obtained from the questionnaire survey, available options under each question were listed against which, the respective rankings given by each of the surveyed universities were marked on a scale of 1 to 5; where a score of 1 indicated high priority and 5 indicated a lower priority.
- ❖ Total marks obtained by each option were averaged based on the number of respondents for each option.
- ❖ The variables in each question were ranked in the order of least to the highest; based on average marks obtained.
- ❖ The variables obtaining the least marks were ranked one, two and so on (since 1 represented the most significant variant).
- ❖ Depending on the nature of aspect studied, the first 5 or 6 variants from each question have been considered for comparison with the observations made from the questionnaire survey conducted in the University of Chester.

3.6 Limitations of the Research Study

The researcher faced a number of challenges in the process of the proposed study. The important of these include the following:

- ❖ The most significant of the challenges faced by the researcher was regarding the collection of data on the level of internationalisation in the sample population of 80 universities. Though the questionnaire was served to the entire sample population, only 25% of them were responded to the survey. This is mainly

because; many of the universities were amidst the busy international intake in September for the Academic Year 2009-10.

- ❖ Though the international team members of many of the non responding universities mentioned their willingness to participate in the survey; could not find out time to complete the questionnaire due to their busy schedule during the September intake.
- ❖ The international team members who participated in the online questionnaire survey representing their respective universities might have used their personal judgement and ideas in answering some of the questions given in the survey questionnaire.
- ❖ Research problem identified has wider scope in its practical implications. But, due to the constraint of available time for the proposed research, researcher was unable to make a comprehensive study about the research problem identified.
- ❖ Since the researcher was not a registered student at their respective institutions, many of the sample universities denied to participate in the survey.
- ❖ The researcher was unable to obtain the various relevant statistics on International Student Recruitment; International Academic Partnerships; and International Student/Staff Exchanges relating to the surveyed universities, as these information were deemed confidential by all the universities approached for the survey.

3.7 Ethical Considerations

Express communication was made to the participants of the survey regarding the purpose of the data collected for the current study. An email containing the request for participation in the survey was sent to 80 universities across the UK. The purpose and objectives of the current study were mentioned in the mail. The covering letter sent to the surveyed universities requesting the participation in the survey is attached in Appendix 1. Some of the university officials from the surveyed universities specifically requested to keep the secrecy of the information shared for the purpose of the survey. Since the researcher did not belong to their student community, many universities denied to participate in the survey and were concerned about the confidentiality of the information collected through the questionnaire. Some important and confidential statistical reports were obtained from the University of Chester for the purpose of the

study. Therefore, confidentiality was maintained by ensuring that, the data collected for the current study will be used for no purpose other than purpose of the study.

3.8 Summary

The second chapter of the research report illustrated the various research methods, strategy, philosophy, research design, methods of analysis, and limitations of the current research study. The research design given above helped in understanding the various stages or phases involved in the process of the proposed study. The research strategy helped to understand the various strategies adopted for the completion of the research process. The various challenges faced by the researcher in the process of the current research were also mentioned in 3.6. Detailed analysis of the information gathered from the respondents along with the major findings of the research study is given in Chapter 4.

Chapter 4 : Analysis and Findings

4.1 Introduction

In order to illustrate the major findings of the research study proposed, this chapter has been structured in two parts. In the first section, internationalisation efforts of the surveyed UK universities and University of Chester are compared on the basis of information gathered through the Questionnaire Survey. The structured questionnaire used in the survey has been attached in Appendix 2 for reference. Additional information regarding the internationalisation efforts of the University of Chester have been retrieved from the official web sources and personal interviews with structured and unstructured questionnaires with various officials in charge of internationalisation efforts at the University of Chester. The second part of this chapter describes the major findings of the proposed study, revealing the effectiveness and drawbacks of the level of internationalisation at the University of Chester.

4.2 Comparative Analysis

Ever since it became an independent university, University of Chester has been undertaking efforts to promote its international profile in the Global Education Market. It has been aggressively trying to improve its international out look by integrating an international, inter cultural and/or global dimension into its goals, functions (teaching/learning, research, services) and delivery of higher education as defined by Knight (2004). The current section compares the various efforts of internationalisation practiced among the UK universities participated in the survey including University of Chester. This section has been prepared on the basis of the inputs gathered from the Questionnaire Survey, conducted among both groups of respondents to the survey. The analytical table used for the interpretation of observations gathered from the questionnaire survey, is given in Appendix 3. The comparative analysis is made on the basis of the following areas relating to internationalisation efforts of both groups of respondents, such as;

- ❖ Modes of internationalisation.
- ❖ Benefits (reasons) of internationalisation

- ❖ Internationalised disciplines
- ❖ Internationalised programmes
- ❖ Geographic priorities
- ❖ Major modes of student mobility
- ❖ Major senders of international students
- ❖ Major partnering countries
- ❖ Obstacles of internationalisation

4.2.1 Modes of Internationalisation.

From the survey, it was revealed that, both the surveyed UK universities and UoC follow a similar pattern regarding the major “Modes of Internationalisation” practiced at their respective institutions; as shown in the Table 4.1

Table 4.1: Modes of Internationalisation

Rank	Surveyed Universities	University of Chester
I	Mobility of students	Mobility of students
II	Mobility of faculty members	Mobility of faculty members
III	Strengthening international research collaboration	Development of twinning programmes
IV	Offering joint academic programmes with international partners	Offering joint academic programmes with international partners
V	Development of twinning programmes	International development projects, linkages, capacity building
VI	Introducing an international dimension into curriculum	Introducing an international dimension into curriculum

(Source: Questionnaire Survey)

Increased mobility of students is regarded as the most significant mode of internationalisation among the respondent universities and University of Chester evidenced by more than 75% of respondents giving a score of 1 and the rest of the respondents scoring 2. All the responding universities to the survey, including University of Chester, try to achieve a high level of student mobility through increasing the recruitment of international students and encouraging student participation in

various Exchange programmes, developed by the universities with Overseas Academic Partners around the world.

Both the Respondent Universities and University of Chester try to enhance an “International Dimension” in their organisational profile by facilitating; Mobility of Faculties, strengthening International Research Collaborations, offering Academic Programmes and Twinning Programmes in association with their Academic Partners located in various countries. They aim at bringing more global dimension in academic curriculum, in order to be more globally competitive. Development of Overseas Branches, participation in International Education Development Projects, Capacity Building Programmes and Twinning Programmes with International Partnering Institutions also enhance the pace of internationalisation among the UKHEIs participated in the survey.

4.2.2 Benefits (Reasons) of Internationalisation

The “Major Benefits” aimed from Internationalisation efforts are almost similar in the case of the surveyed universities and University of Chester. The Table 4.2 shows the major benefits of adopting internationalisation efforts at the respondent universities and the University of Chester

Table 4.2: Benefits of Internationalisation Efforts at the Institutional Level

Rank	Surveyed Universities	University of Chester
I	Promotion of international profile of Institution	Promotion of international profile of Institution
II	Mobility and exchanges of students and teachers	International student recruitment
III	Diversify income generation	International and inter-cultural understanding
IV	International and inter-cultural understanding	Diversify source of faculty and students
V	Improving academic standards and quality	Mobility and exchanges for students and teachers
VI	Teaching and Research Collaboration	Improving academic standards and quality

(Source: Questionnaire Survey)

Among the major benefits of internationalisation, increasing Mobility and Exchange opportunities for students and staff along with promotion of International Profile of the institution were given a score of one by almost 75% of the respondents to the survey. Universities also consider internationalisation as a means of increasing their revenue through the fee collected from international students, which is more than three fold of that of the domestic students. It also enables the universities to acquire an international and inter-cultural understanding at their campuses, improvement in the Academic Standards and Quality by incorporating an international dimension into the curriculum development. Teaching and Research Collaborations between International Academic Institutions are also important objectives of internationalisation at the various respondent institutions. Improving the Standards and Quality in the academic functioning also was regarded as a major Benefit of Internationalisation by all the respondents.

4.2.3 Internationalised Disciplines

Table 4.3 shows the “Most Internationalised Disciplines” at the responding institutions and University of Chester. These disciplines are considered to be internationalised in terms of Overseas Student Recruitment, International Academic Partnerships, development of Joint Academic Programmes, International Research Collaborations and such other modes of internationalisation.

Table e 4.3: Internationalised Disciplines

Rank	Surveyed Universities	University of Chester
I	Business Administration	Business Administration
II	Engineering	Health Sciences
III	Health Sciences	Information Technology
IV	Information Technology	Social Sciences
V	Social Sciences	Art and Humanities

(Source: Questionnaire Survey)

The Questionnaire Survey revealed that, Business and Administrative studies are the highly internationalised disciplines at the respondent universities and University of

Chester in terms of various modes of internationalisation, with 75% of the respondent universities giving a score of one. The second best internationalised discipline is Engineering in which 70% of the respondent gave a score of 2. There have been differences of opinions regarding the other major disciplines such as Health Science, Information Technology, Social and Natural Science between the respondent universities and University of Chester. These findings of the current study are in commensuration with the statistics published by the UKCISA that nearly 32% of the international students prefer for UK higher education in the areas of Management followed by 15% and 11% in Engineering and IT respectively (UKCISA, 2008). Business Administration and Management studies have been attracting a major group of international students to University of Chester, accounting for nearly half of the international student recruitment in the academic year 2008-09 followed by Cardio Vascular Rehabilitation and Health Science subjects accounting for almost 30% of international students recruited in the university (Source: Interview with International Development Officer, University of Chester). In addition to the increasing number of international students, responding universities also have a number of overseas academic collaborations in these subject areas around the world

4.2.4 Internationalised Programmes

Table 4.4 shows the most “Internationalised Academic programmes” at the universities participated in the survey and University of Chester. The surveyed universities implement most of their internationalisation efforts in these programmes which include, Exchange programmes, International Academic Partnerships, International Student Recruitment etc.

Table 4.4: Internationalised Programmes

Rank	Surveyed Universities	University of Chester
I	Postgraduate taught	Postgraduate taught
II	Postgraduate research	First degree
III	First degree	Postgraduate research

(Source: Questionnaire Survey)

Full-time Post-graduate and Research studies are the major internationalised programmes at the University of Chester and the respondent universities across UK.

Analysis of the results obtained from the Questionnaire Survey, revealed that, nearly 65% respondents have given a high score of one to full-time postgraduate courses; making it the most significant internationalised programme among the surveyed universities. Post-graduate Research and First-Degree programmes were also ranked as second and third most internationalised disciplines respectively, among the respondent universities with a high score of one marked by 40% of respondents each. Full-time Post-graduate courses are the most internationalised programs of University of Chester in which nearly 60% of the international students have enrolled in the academic year 2007-08. The development of Exchange programmes and Twinning programmes have enhanced the demand for First-degree courses among the international student community accounting for nearly 25% of the international student enrolments in the University of Chester for the Academic Year 2007-08. (Source: Interview with International Development Officer, University of Chester).

4.2.5 Geographic Priorities

Table 4.5 indicates the “Geographic Priorities” of internationalisation efforts of the respondent universities. Both the sample universities and the University of Chester have been following a similar pattern in their internationalisation efforts in terms of their geographic preferences for their internationalisation strategies.

Table 4.5: Geographic Priorities of Internationalisation Efforts

Rank	Surveyed Universities	University of Chester
I	Asia	Asia
II	Europe	Europe
III	USA	Africa
IV	Africa	USA
V	Australia	Australia

(Source: Questionnaire Survey)

Most of the respondent universities, including University of Chester, concentrate most of their internationalisation efforts in various countries across Asia, with nearly 85% of the responding universities giving a high score of one for their internationalisation efforts in Asia; followed by Europe, Africa and USA. However, there were differences of opinions regarding the emphasis of internationalisation activities in USA and Europe.

In Asia, UK universities mainly focus their internationalisation efforts in countries including China, India, Pakistan, U.A.E, Bangladesh, Sri Lanka, Honk Kong and Malaysia. Most significant among the European countries include, Republic of Ireland, Germany, France, Greece and Cyprus since more students are recruited from these countries. It was significant to note that most of the UK universities give the least consideration to Australian region for their internationalisation efforts, as revealed by nearly half of the respondent universities gave the least score of five for their internationalisation efforts in Australia. UKCISA Statistics on higher education also reveals that, more than half of non EU students studying at the UK universities are recruited from Asian countries followed by USA and Nigeria. (UKCISA, 2008).

4.2.6 Major Modes of Student Mobility

The table 4.6 indicates the various modes of international student mobility in the respondent universities and the University of Chester. Both the group of respondent universities and the University of Chester have been following a similar pattern in their modes of student mobility.

Table 4.6: Major Modes of Student Mobility

Rank	Surveyed Universities	University of Chester
I	Recruiting overseas students	Recruiting overseas students
II	Sending students abroad	Twinning programmes
III	Twinning programmes	Development of twinning programs
IV	Reciprocal exchange	Recruiting students in the overseas campuses
V	Recruiting students in the overseas campuses	Sending students abroad

(Source: Questionnaire Survey)

Recruitment of overseas students is considered to be the most visible “Mode of Student Mobility” in both the surveyed universities and the University of Chester, which was given a highest score of one by almost 85% of the respondents to the survey. None of the surveyed universities gave significant score to the recruitment of only local students, evidencing the seriousness given by the UK universities for the Recruitment of

Overseas Students. Respondent universities give due importance for developing Twinning Programmes in association with their Partnering Institutions around the globe which constitute another significant Mode of Student Mobility at their institutions. Participation in the various Exchange programmes also enables the universities for sending their students abroad under various schemes of international student exchange.

4.2.7 Major Senders of International Students

The “Major Senders of International Students” to the surveyed universities and Universities of Chester are ranked from the observations drawn out from results of the Questionnaire Survey, which is given in Table 4.7.

Table 4.7: Major Senders of International Students

Rank	Surveyed Universities	University of Chester
I	China	India
II	India	Nigeria
III	USA	China
IV	Nigeria	USA
V	Malaysia	Georgia

(Source: Questionnaire Survey)

As per the Statistics published by UKCISA, on internationalisation of higher education in UK universities, it was revealed that, more than half of non EU students studied at the UK universities for the Academic Year 2007-08 were from Asia led by over 30% from China, followed by India with nearly 20% (UKCISA,2008). Universities participated in the survey, justified the UKCISA Statistics by revealing that most of the non-EU student recruitments at their respective institutions are from Asian countries such as China, India, Malaysia, Pakistan, Korea, Thailand etc. followed by Nigeria and USA. India and China were given the highest score of one by nearly 65% and 75% of the respondents respectively; indicating the high level of significance for both the countries among the UK universities regarding the international student recruitments from these countries. In the University of Chester too, almost 60% of international students were recruited from countries such as India, China, UAE, and Pakistan for the Academic Year 2007-08 followed by countries such as Georgia, Norway and USA.

Nigeria is one of the major senders of international students to University of Chester from Africa. India was the major sender of non-EU students to the University of Chester in the Academic Year 2008-09 with 78 students, followed by Nigeria, China and USA with 18, 16 and 15 respectively (Source: Interview with International Development Officer, University of Chester).

4.2.8 Major Academic Partnering Countries

Table 4.8 shows rankings of the most significant academic partnering countries of the surveyed universities and University of Chester based on the results compiled from the questionnaire survey.

Table 4.8: Major Academic Partnering Countries

Rank	Surveyed Universities	University of Chester
I	China	India
II	India	USA
III	USA	Germany
IV	Malaysia	Ireland
V	Ireland	Georgia

(Source: Questionnaire Survey)

Majority of the surveyed universities including the University of Chester have entered into Academic Partnerships with HEIs from different countries in Asia and USA. Among “Major Academic Partnering Countries”, China, India and USA were given the highest score of one by 65%, 60% and 55% responding universities respectively. Comparatively low scoring was given to Nigeria, and Germany. Some universities also mentioned Middle East as a major Academic Partnering Country out side of the options given in the questionnaire. Both the respondent universities and University of Chester have various bilateral agreements with Overseas Partnering Institutions in various disciplines including Business and management, Engineering, Information Technology, and Health Science.

University of Chester has strong Academic Partnerships with a number of Higher Education Institutions across the globe. One of the most significant of these partnerships

includes, a Post-Graduate Certificate Programme developed in Cardiovascular Rehabilitation between the UoC and Asian Heart Institute located in Mumbai- India, where the University staff render their expertise in the provision of academic modules. In the recent years, University has jointly developed many academic programmes in partnership with educational institutes in Georgia, Germany, Bahrain, USA, Australia etc. University also had developed International Development Projects and Research Programmes in association with institutions in Africa, Palestine, Georgia and Ireland (Source: Interview with International Development Officer, University of Chester).

4.2.9 Obstacles to Internationalisation

Table 4.9 shows the major difficulties or challenges faced by the surveyed universities and University of Chester in the “implementation” of the internationalisation efforts at their respective institutions.

Table 4.9: Obstacles to Internationalisation Efforts at the Institutional Level

Rank	Surveyed Universities	University of Chester
I	Increasing competition among UK HEIs	Lack of policy/strategy to facilitate the process
II	Lack of co-ordination of internationalisation activities in the university	Lack of financial support
III	Insufficiently trained or qualified staff to guide the internationalisation process	Administrative inertia or difficulties
IV	Lack of reliable and comprehensive information	Lack of co-ordination of internationalisation activities in the university
V	Lack of International partnering opportunities	Increasing competition among UK HEIs
VI	Administrative inertia or difficulties	Insufficiently trained or qualified staff to guide the internationalisation process

(Source: Questionnaire Survey)

Varying opinions have been gathered from the surveyed universities regarding the major “Obstacles of Internationalisation” at their institutions. Increasing level of competition and lack of co-ordination of internationalisation activities, secured a highest score of one marked by nearly 57% and 45% of the respondents respectively. The most visible of this competition is experienced regarding the international student recruitments. Administrative difficulties together with insufficient amount of trained staff at the international offices and lack of efficient co-ordination of internationalisation activities of universities have been mentioned as other major obstacles to internalisation faced by surveyed universities and University of Chester. Lack of reliable and comprehensive information, also limit the opportunities for the universities to enter into better International Academic Partnerships with well established and highly reputed educational institutions across the globe. The major difficulty faced by the University of Chester in its internationalisation process, is the lack of efficient policy or strategy at the higher administrative level supported by the lack of sufficient financial sources for its internationalisation efforts (Source: Interview with International Development Officer, University of Chester).

4.3 Findings on the Level of Internationalisation in the University of Chester

Evaluation of the internationalisation efforts of the universities participated in the survey and Universities of Chester helped in drawing out the following notable findings regarding the internationalisation efforts of the University of Chester. For the ease of understanding, these findings have been discussed under four aspects; such as:

- ❖ Efforts of Internationalisation
- ❖ Geographic Priorities and Academic Partnerships
- ❖ Internationalised Programmes and Disciplines
- ❖ Obstacles in Internationalisation Efforts

Table 4.10 Findings on the Level of Internationalisation in the University of Chester

	Findings
Topic	Efforts of Internationalisation
	<ul style="list-style-type: none"> ❖ Presence of a fully devoted international office for co-ordinating the internationalisation efforts of the University. ❖ International office affairs are supervised by the newly appointed Dean of International Development. ❖ UoC has been increasing its focus on International Student Recruitments in the recent years along with developing International Joint Academic Programmes, Development Projects, Research Collaborations and Twinning Programmes in association with its Academic Partnering Institutions around the globe. ❖ Encouraging student/ staff Exchange programmes under various Schemes, such as Erasmus, ISEP , and Study Abroad options in different countries. ❖ Improving promotional and marketing efforts for popularising the ‘Brand Image’ in the recent years. ❖ Developing more innovative promotional efforts for Overseas Students’ Recruitment, including: <ul style="list-style-type: none"> ○ Offering Bursaries and Scholarships to international students ○ Organising promotional campaigns across the globe. ❖ Making use of different schemes initiated by Government of UK for the growth of internationalisation of HE sector. E.g. PMI2, Common Wealth Scholarships, UKTI etc. ❖ Associates with various internationalisation efforts initiated by British Council for promoting “The UK Education Brand”.
Topic	Geographic Priorities and Academic Partnerships
	<ul style="list-style-type: none"> ❖ Internationalisation efforts mainly focus in various countries in Asia, Europe, USA and Africa. ❖ India is the major source of international students followed by Nigeria, China, USA, Georgia, Middle East, and Ireland. ❖ Developing International Academic Partnerships and Joint Academic Programmes in countries like India, Georgia, USA, Ireland, Germany, Bahrain etc.

	<ul style="list-style-type: none"> ❖ Facilitating Exchange opportunities for students and staff through Erasmus Exchange Programmes, North-American Exchange Programme, ISEP (International Students Exchange Programmes) and Study Abroad Programmes in different countries around the world. ❖ Most of the students participate in the Erasmus Exchange Programmes in European Language studies in countries like France, Germany, and Spain. ❖ Developed Post-Graduate Certificate programmes in ‘Cardiovascular Rehabilitation’ with Asian Heart Institute located in Mumbai, India. ❖ UoC has been co-operating with the local Educational and Service Organisations for developing International Academic Research and Teaching Partnerships across the globe. E.g integrates the services of qualified Doctors of Countess of Chester Hospital in Chester, with the University academic staff for the delivery of modules for PG programme in Asian Heart institute, India. ❖ Formulated International Development Projects and Research Programmes, in association with Academic Institutions in Africa, Palestine, Georgia, and Ireland.
Topic	Internationalised Programmes and Disciplines
	<ul style="list-style-type: none"> ❖ Strong Academic Partnerships in disciplines such as Cardiovascular Rehabilitation, Business Management, and Law. ❖ Almost 90% of international students have opted for Full-time Post Graduate and Under Graduate programmes (Annual Statistics of University of Chester, 2008-09). ❖ Nearly 60% of the overseas students are studying for Full-time Post Graduate programmes in Management, Health Science, Information Technology etc.(Annual Statistics of University of Chester, 2008-09)
Topic	Obstacles in Internationalisation Efforts
	<ul style="list-style-type: none"> ❖ Lack of effective implementation of “Institution-wide Internationalisation Strategy”. ❖ Lack of sufficient financial resources for enhancing the scope of internationalisation efforts, beyond its current focus on Overseas Students’ Recruitment. ❖ Limiting the internationalisation efforts to few Academic Departments, such as Business, Language, and Health Science.

	<ul style="list-style-type: none"> ❖ Lack of efficient co-ordination of internationalisation efforts of each academic department. ❖ Lack of efficient monitoring of international Academic Partnerships in Australia, USA, and some countries in Europe, making these Alliances inactive over the years. ❖ Lack of flexibility in the structure of certain academic programmes, limits the scope for facilitating more advanced International Exchange and other Academic Collaborations in various disciplines. ❖ Increasing level of competition among the UK Higher Education Institutions.
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4.4 Summary

The current chapter discussed the various aspects regarding the “Level of Internationalisation” practiced at both the surveyed universities and University of Chester. The Comparative Analysis, prepared on the basis of inputs obtained from Questionnaire Survey, helped in understanding the similarities and differences in the internationalisation efforts of the group of UK universities participated in the survey and the University of Chester. The chapter also discussed the major findings of the research study on the internationalisation efforts at the University of Chester. The concluding remarks regarding the various elements discussed in the current study is illustrated in Chapter 5.

Chapter 5: Conclusions and Implications

5.1 Introduction

The current chapter makes an effort to draw out conclusions relevant to the areas discussed in the previous chapters of the research report. In section 5.2 of this chapter, a critical evaluation of the methodology adopted for the current research study is made. An effort is made to figure out adequate concluding remarks regarding the various aims of the proposed research in 5.3. Overall conclusions for the current study are illustrated in section 5.4, followed by the major drawbacks or challenges of the research. Finally, the scope of further research on the current area of study is discussed in section 5.6.

5.2 Critical Evaluation of Adopted Methodology

The methodology adopted by the researcher in the process of the current research was proved useful in achieving the research aims of the current study. The “Realist Approach” as noted by Fisher (2007) and Sobh and Perry (2006 cited by Fisher 2007), was proved helpful in the completion of the current study, where both qualitative observations and quantitative information were considered. The Questionnaire Survey was helpful in understanding the practical implications of the theoretical ideas and concepts of “Internationalisation of Higher Education” gained from the Literature Review as explained in chapter 2 of the report. Using the same questionnaire for data collection from all the respondents as advocated by De Vaus (2002), was helpful in making an effective comparison of observations obtained from the surveyed universities and University of Chester; enabling the researcher in drawing out the major findings regarding the similarities and differences in the efforts of internationalisation between both groups of respondents.

The Online Survey conducted among the respondent universities, enabled the researcher to ensure the participation of universities located in distinct geographic regions of UK. The observations gathered through the Questionnaire Survey, supported by the inputs regarding the various internationalisation activities at the university obtained from interviews with Senior Officials in charge of Internationalisation at the University of Chester, were useful in measuring the effectiveness and drawbacks of the

internationalisation efforts at the University of Chester. In the lights of the theoretical framework gained through “Literature Review process”, and the Comparative Analysis made, the researcher has tried to propose possible suggestions for the improvement of the internationalisation efforts at the University of Chester; with the aim of enhancing its “International Profile” in the years to come.

5.3 Conclusions about the Research Objectives (Aims)

The important points of conclusions regarding the major research objectives of the current study are given in this section.

5.3.1 Literature Review on “Internationalisation of Higher Education”

From the review of published literature on “Internationalisation of Higher Education”, various theoretical concepts and ideas relevant for the proposed study were gathered. From the discussions on the scope and implications of the concepts of “Globalisation” and “Internationalisation of Higher Education”, it can be concluded that, Globalisation has wider scope than Internationalisation of Higher Education. As given in the definitions proposed by Altbach(2006 b), ‘Globalisation’ is more wider in scope affecting the economy as a whole; where as, ‘Internationalisation of Higher Education’ merely focuses on the Globalisation policies or programmes, that specifically relate to the context of ‘commoditisation’ of Higher Education. Out of the definitions on “Internationalisation of Higher Education” discussed, the most comprehensive one was given by Knight(2004) where, Internationalisation is regarded as “a process of integrating a multi-national and multi-cultural dimension into the major areas of functioning such as teaching/ learning, research and support services of an education institution”.

Mobility of students/scholars/staff and strengthening International Research and other Academic Collaborations are regarded as the major “Aspects of Internationalisation” among the HEIs across the globe as suggested by Knight and De Wit, (1999), Hagen(2002) and Ebuchi(1990). It was clear from the discussions that, internationalisation strategies are adopted by HEIs with the major objective of promoting the profile of their institution in the Global Education Sector as written by

Gürüz (2008) and Brown and Oplatka(2006). Even though generation of a diversified source of income is a major benefit of internationalisation, HEIs around the world give more significance to ensure a diversified pool of faculties and students from different countries and cultural backgrounds with the aim of achieving an inter-national and inter-cultural understanding as stated by Gürüz (2008).

The observations from the IAU Survey (2003) evidenced that, most of the internationalisation efforts at the HEIs around the globe are taking place in the disciplines of Business and Administration, Information Technology, Engineering and Health Science. The lack of efficiently trained staff along with administrative and financial difficulties are the “Major Challenges” in the efficient implementation of internationalisation policies among most of the universities around the globe as explained by Ayoubi and Al-Habaibeh(2007) and Elkin and et.al (2007). The research also discussed the concept of “Brain Gain” and “Brain Drain” in the context of developed and developing countries respectively, as a result of “excessive Internationalisation of Higher Education” as illustrated by Knight (2004), and Trilokekar (2007). ‘Erosion of cultural identity’ of the host country is also regarded as a “Major Risk” of Internationalisation of Higher Education across the globe (Ayoubi and Al-Habaibeh, 2007).

Thus, it can be concluded that, the emergence and growth of the concept and idea of “Internationalisation of Higher Education” has brought in various benefits and advantages to the Global Education arena. However, it has been a subject of controversies over the years regarding the social, economical and political implications of the concept of “Internationalisation in the area of Higher Education” in the Global context.

5.3.2 Level of Internationalisation of Higher Education among the UK HEIs.

The second major objective of the current study was to acquire a reasonable level of idea about the “Internationalisation efforts among the HEIs in UK”. From the discussions made in section 2.3, the researcher recognised that, though UK is continuing to be the second most favoured destination for international higher education around the world(British Council, 2009), its global position as a popular

international education provider is growing at a significantly diminishing pace as noted by Springs(2002). The international level policies for the promotion of internationalisation; such as, Erasmus Exchange programmes and Bologna process, have made significant contribution for the promotion of inter-national co-operation of academic functioning of HEIs located in various European countries during the past few decades as explained by De Wit(2008). The UK Government has developed a number of projects and policies for promoting internationalisation at the UK HEIs; corresponding to the views of Elkin and et.al(2005) that, national Governments across the globe give a high priority for the internationalisation of their respective higher education systems, so as to bring about more sustainable economic growth in the long run.

The current research also enabled the researcher to identify that, most of the UK HEIs have strong level of internationalisation practices at their respective institutions; as revealed by the results of Questionnaire Survey conducted among a representative group of 20 respondent universities located in various parts of UK and University of Chester. The participants in the survey responded that, “Internationalisation” is a high priority in their respective institutions. Majority of the respondents mentioned about the presence of an ‘Institution-wide Internationalisation Strategy’ in their universities, which are implemented with the help of a fully dedicated international office team. These results of the current study were in commensuration with the results published by IAU Survey (2003) and CVCP Survey (1998) where almost 73% of the respondents to these surveys expressed the presence of a strong “Institution-wide Internationalisation Policy”.

The respondent universities adopt various aspects of internationalisation such as; developing a globally competent academic curriculum, international student / faculty exchanges, recruiting international students and international academic and research collaborations. These observations have satisfied the opinion about the various “Aspects of Internationalisation” of an education institution expressed by Knight and DeWit, 1995. Respondents to the survey including UoC, expressed that, promoting the international profile of institution, mobility and exchanges of students and teachers, generation of a diversified source of income, and enhancing inter-national and inter-cultural understanding are the major “Benefits of Internationalisation”; justified the

views of Gürüz (2008) and Brown and Oplatka(2006) regarding the “Benefits of Internationalisation” to HEIs across the globe.

The factors such as, increasing competition among UK HEIs, lack of efficient co-ordination of internationalisation efforts, unavailability of trained internationalisation staff, and such other administrative difficulties are the major challenges faced by the universities participated in the survey including UoC; in the process of implementation of internationalisation strategies at their respective institutions; agreeing to the observations illustrated by Ayoubi and Al-Habaibeh(2007) and Elkin and et.al (2007) and results of IAU Survey (2003) on the “Challenges/Obstacles to Internationalisation Process ” faced by HEIs worldwide.

The respondents to the survey also revealed that, they have been making use of the various National and Regional level Policies and Funding Programmes for the improvement of their internationalisation activities. Hence, it can be concluded that, the increasing level of importance given for the concept of “Internationalisation of Higher Education” among the UK HEIs, have been making significant contribution in improving the Academic Quality perceptions of “UK Higher Education” in the Global Education arena. However, it also brings a number of advantages and disadvantages for the various Stakeholders of Higher Education Sector in UK, which have been illustrated in Appendix 4.

5.3.3 Comparison between the Respondent Universities and University of Chester.

The “Comparative Analysis” illustrated in Chapter 4 helped in understanding the major similarities and differences in the internationalisation practices of both the surveyed universities and University of Chester. All the surveyed universities including University of Chester gave a high priority for “Internationalisation” in their academic functioning corresponding to the findings of CVCP Survey (1998) and IAU Survey (2003), where majority of the respondents of each survey revealed that, “Internationalisation” is a high priority in their institutions. Both groups of universities practiced internationalisation efforts with the major objective of enhancing the international profile or goodwill of their institutions, which is achieved by facilitating increased mobility of students and faculties, strengthening international research

collaborations, and offering various academic programmes and twinning programmes in association with international academic partners justifying the views of Gürüz (2008) and Brown and Oplatka(2006) on the “Benefits of Internationalisation” efforts at the Higher Education Institutions (HEIs) around the world.

All the responding universities including University of Chester consider the international student recruitments as a major mode of student mobility at their campuses as written by Spring (2002) that, most of the HEIs around the world focus more on international student recruitment as a major “Mode of Internationalisation”. Increasing level of competition is one of the major “Challenges to Internationalisation Process” faced by both group of respondents; especially in relation to the international student recruitments. The other major challenges faced by both groups of respondents are lack of efficient co-ordination of internationalisation efforts of the universities, unavailability of trained internationalisation staff, and such other administrative difficulties. These findings are in correspondence to the inputs retrieved from IAU Survey (2003), Ayoubi and Al-Habaibeh(2007) and Elkin and et.al (2007). Insufficiency of adequate financial resources also has been ranked as a significant difficulty faced in the implementation of internationalisation strategies of the responding universities.

UK Universities participated in the survey including University of Chester mainly focus their internationalisation efforts in Asian countries; as vast majority of the students to various UK universities are recruited from these countries and a good number international academic partnering agreements also have been made with the academic institutions from this region; corresponding to the statistics published by UKCISA(2008). Thus, it can be concluded that, though University of Chester is relatively a “Recently Evolved-Independent University” compared to the other universities participated in the survey, it has been trying to incorporate a strong international dimension into its academic functions such as teaching, learning, and research as defined by Knight (1999), in order to uplift its International Profile in the Global Education Market. The comparative study of internationalisation practices at the UK universities participated in the survey and University of Chester, enabled the researcher to come to a conclusion that, though at a low pace, University of Chester has also been trying to grow in its internationalisation efforts in the recent period, in order

to be placed at par with its major competitors in the world education market in the years to come.

5.3.4 List out Major Findings and Recommendations of the Research Study

The research study was beneficial in assessing the level of internationalisation at the University of Chester in the lights of the Literature Review and Comparative Analysis on the basis of results of the Questionnaire Survey conducted among the universities participated in the survey and University of Chester. Inputs obtained from the Comparative Analysis and Interviews with Senior Officials in charge of internationalisation efforts at the University of Chester were also helpful in identifying the effectiveness and drawbacks of the current Level of Internationalisation practices at the University of Chester. The major drawback of the UoC's internationalisation efforts is that, it does not have a strong "Institution-wide Strategy for Internationalisation", integrating the entire university (Source: Interview with Dean of International Development, University of Chester). Hence, it is essential for University of Chester to adopt both "Programme" and "Organisational" Strategies for Internationalisation as recommended by Knight (2004), by incorporating a comprehensive international dimension into its academic activities as well as organisational factors for ensuring a successful and sustainable growth in its internationalisation efforts.

As recommended by University of Tokyo(as cited by Altbach, 2008), University of Chester has to ensure the provision of globally competent standard of education, create an "Institution-wide" infrastructure or environment favourable for the promotion of "Internationalisation" among all its functioning areas, enhancing International Research Collaborations, widening international "Strategic Academic Alliances" and ensuring effective co-ordination of all the "Efforts of Internationalisation" in each academic departments, aiming at the efficient implementation of a "Long-term Internationalisation Plan".

UoC considers 'International Student Recruitments' as a significant "Mode of Internationalisation" corresponding to the views of Spring (2002) that, 'international student recruitment' is a major "Mode of Internationalisation" among HEIs across the globe. However, with a meagre 1% of foreign student population, UoC clearly is in

need of developing more innovative strategies for increasing the international students' recruitment in the near future. University of Chester should also take initiatives in maintaining a healthy relationship with its International Alumni, since the international student community is the 'real ambassadors' of the University in the International Education Market. UoC should take adequate efforts to ensure efficient management of its academic alliances with international academic partners across the globe. Efforts should also be taken to re-establish the "International Academic Alliances" which have become inactive over the past few years; due to lack of efficient co-ordination and monitoring.

UoC's internationalisation efforts are limited to certain academic faculties; opposing the argument of Solberg and et.al (2002) that, "Internationalisation Process" at HEIs should be a dynamic process applying to the entire institution. Hence, UoC should ensure an effective participation of all its academic departments in the "Internationalisation Process", by encouraging them to integrate a global dimension into their modes of academic functioning. Internationalisation efforts of all its academic departments must also be efficiently co-ordinated by a team of appropriately trained and adequately qualified international office staff at the University. Strengthening of International Research and Academic Collaborations, increased focus on International Student Recruitments, and enhancing the staff and student participation in various Exchange Programmes should also be given appropriate focus in the "Internationalisation Strategy" of the University of Chester in the future.

5.4 Conclusions about the Research Question

The research question of the current study aimed at making an Evaluative Assessment about the "Level of Internationalisation at the University of Chester"; in the lights of the theoretical framework formulated with the help of the Literature Review and the Comparative Analysis of the observations collected from the Questionnaire Survey conducted among a group of UK universities and UoC regarding the internationalisation activities in their respective institutions. The Comparative Analysis helped in assessing the major drawbacks and advantages of internationalisation efforts at the University of Chester. The rounds of Interviews with Senior Officials at the

University of Chester revealed that, though “Internationalisation” is specified as a High Priority in its Mission Statement, its implementation was not effective until recently.

UoC’s internationalisation efforts mainly focus on achieving Mobility of Staff and Students through International Student Recruitments, participation in Exchange Programmes around the world; like Erasmus, North-American Exchange Programme, Study Abroad Options, and ISEP (International Student Exchange Programme), development of Joint Academic Programmes, and launching Development Projects in association with its Overseas Academic Partner Institutions satisfying the theoretical concepts and ideas on “Internationalisation of Higher Education” retrieved from authors like Knight(1999, 2004 and 2006), De Wit(2008), IAU Survey (2003), Ayoubi and Al-Habaibeh(2007), Elkin and et.al (2007). Gürüz (2008), Brown and Oplatka (2006). University also makes use of various Funding Schemes and Programmes initiated by the UK Government, which include PMI2, Commonwealth Scholarships Schemes. UKTI etc. However, the University’s internationalisation efforts are limited to the extend of certain specific faculty areas, making the internationalisation efforts of the University, a “set of isolated activities” as pointed out by Solberg and et.al (2002), which is a major constraint in its efforts to adopt an “Institution-wide Internationalisation Strategy”.

The insufficiency of financial resources, difficulties in efficient co-ordination of internationalisation efforts of different departments and lack of adequately trained international office staff are the major “Challenges” faced in its internationalisation practices corresponding to the findings of IAU Survey,(2003) and observations of Ayoubi and Al-Habaibeh(2007), Elkin and et.al (2007). Improvement in the International Student Recruitment in recent years, indicate the effectiveness of the various international promotional efforts initiated by the University of Chester, justifying the views of Spring (2002). Along with focus on International Students Recruitment, University of Chester also gives equal importance to develop Overseas Academic Partnerships, enhancing Research Collaborations, strengthening International Academic Alliances; with the major intention of promoting its “International Profile”; which is supportive of the views of Gürüz (2008), Brown and Oplatka (2006) regarding the “Objectives of Internationalisation” efforts at the HEIs around the globe.

Like other UK HEIs surveyed, University of Chester also focuses its internationalisation efforts in various countries in Asia followed by Europe, Africa and USA, which is in commensuration with the statistics retrieved from UKCISA (2008) and the observations of IAU survey (2003). With the appointment of the new Dean of International Development, University of Chester is trying to improve its focus on internationalisation efforts in the near future. A detailed “SWOC Analysis”- illustrating the various Strengths, Weaknesses, Opportunities and Challenges of internationalisation efforts of University of Chester is given in Appendix 5.

5.5 Overall Conclusions

The current study has enabled the researcher to frame a ‘Conceptual Understanding’ regarding the idea of “Internationalisation of Higher Education” based on the extensive Literature Review conducted within the scope and limitations of the current study. Subsequently, the research report discussed the “Internationalisation of Higher Education among the UK universities” along with the description of the various National and International level policies developed with the aim of promoting the “Internationalisation in the Higher Education Sector in UK”. Based on these discussions supported by the inputs obtained from the Questionnaire Survey conducted, enabled the researcher to summarise the general characteristics of the “Internationalisation efforts of UK HEIs”. The general practices of internationalisation efforts at the surveyed universities were compared with those at the University of Chester, to assess the major drawbacks and effectiveness of the current “Level of Internationalisation” at the University of Chester. The Comparative Analysis enabled the researcher to create a platform for illustrating the various ‘Findings’ regarding the internationalisation efforts at University of Chester. The researcher has also tried to suggest some practical ‘Recommendations’ for improving the level of internationalisation at the University of Chester; in order to enable the University to be an attractive “Global Education Provider” in the International Education Sector in the years to come (as given in Chapter 6).

The current study can be concluded with suggestions that, the University of Chester must try to incorporate more “Global Dimension” into its major academic functions as suggested by Knight(1999 and 2004). It can be achieved by overcoming the major

“Limitations of Internationalisation” as illustrated by Ayoubi and Al-Habaibeh(2007), Elkin and et.al (2007) and focussing more on the major “Objectives of Internationalisation” suggested by Gürüz (2008), Brown and Oplatka (2006). As an initial step towards it, University of Chester has to develop an “Institution-wide Internationalisation Strategy” connecting all the academic departments of the university as suggested by Solberg and et.al (2002), Knight and De Wit (1997), and Knight (2004). University of Chester should also undertake efforts to increase its “Global Profile” (Gürüz, 2008 and Brown and Oplatka, 2006) by developing a Globally Competent Academic Curriculum, more focus on International Student / Faculty Exchanges, Recruiting International Students and International Academic and Research Collaborations (Knight and DeWit, 1995) with the objective of improving its reputation as “World-Class Education Provider” in the global education market.

5.6 Limitations of the Study

Even though the results obtained from the Questionnaire Survey conducted among the surveying universities and UoC were helpful in acquiring required information about the general practices of internationalisation at the UK HEIs, the findings drawn out of the survey could have been more accurate if the researcher had opportunities to interview the International Officials at the sample universities. However, the interviews carried out with the Senior Officials of the University of Chester enabled the researcher to summarise the various aspects regarding the internationalisation efforts of the Case Study Organisation i.e. University of Chester. The researcher’s failure to conduct interview of any of the Senior Management team members of the University is another major drawback of the current research, as the views of the Senior Management Officials of UoC could have given additional inputs for the findings of the research.

5.7 Opportunities for Further Research

The research topic “Internationalisation of Higher Education” has limitless scope and possibilities for advanced research. The purpose, cost and time constraints restricted the researcher to adopt a wider scope for the current study. Each aspect of internationalisation discussed in the literature review has immense scope of research in itself, such as Mobility of International Students and Faculties, Benefits of

Internationalisation, Obstacles faced in Internationalisation and Geographic Preferences for Internationalisation efforts across the globe. Hence, further research in the area of “Internationalisation of Higher Education” should be initiated for the future research studies.

Chapter 6 : Recommendations

6.1 Introduction

This chapter aims at making possible recommendations for the improvement of internationalisation efforts at the University of Chester. It also tries to discuss the possibility of implementing the recommendations proposed by the researcher.

6.2 Recommendations

Based on the research study carried out, the researcher recommends few suggestions for the improvement of the level of internationalisation practiced at the University of Chester. These are presented under the following headings/areas:

- ❖ Administrative Leadership and Management Initiatives
- ❖ International Student Recruitments and Provision of Support Services
- ❖ Staff and Alumni at the University of Chester
- ❖ Participation in Overseas Academic Alliances and Exchange Programmes

Details of Action Points to be considered under each heading/areas are discussed below:

Administrative Leadership and Management Initiatives

- ❖ Formulate ‘university-wide’ strategy for internationalisation.
- ❖ Facilitate ‘university-wide’ environment supportive of internationalisation by integrating all the academic departments and faculties in the “Process of Internationalisation”.
- ❖ Allocate sufficient monetary resources for internationalisation efforts.
- ❖ Establish a “High-Level Committee” for monitoring internationalisation process.
- ❖ Develop innovative academic programmes with an international dimension.
- ❖ Improve the global profile of the “University of Chester Brand”.



Participation in Overseas Academic Alliances and Exchange Programmes

- ❖ Establishing and effective monitoring of “International Academic Partnerships”.
- ❖ Promoting Overseas Academic Collaborations and Exchange Opportunities in various disciplines and academic departments.
- ❖ Re-establishing inactive Overseas Strategic Academic Alliances
- ❖ Ensuring adequate flexibility in the structure of academic programmes to facilitate International Exchange and Academic Collaborations.
- ❖ Promoting participation of staff and students in Overseas Exchange Programmes.

Staff and Alumni at the University of Chester

- ❖ Emphasis on recruiting more qualified international office staff with:
 - International experience
 - Multi language skills
 - Knowledge in the “Internationalisation of Higher Education” arena
- ❖ Provide adequate training and development opportunities for international office team.
- ❖ Implement internationalisation strategies across the university; by ensuring efficient co-ordination of internationalisation efforts of all academic departments.
- ❖ Maintain a healthy relationship with its international Alumni; e.g. formulating “International Alumni Groups” for students from different countries.



International Student Recruitments and Provision of Support Services

- ❖ Develop innovative and globally acceptable academic programmes in all disciplines.
- ❖ Formulate innovative strategies for increasing the international student recruitments.
- ❖ Efficiently co-ordinate international student’s welfare efforts.
- ❖ Organise extra curricular activities for the international students.
- ❖ Promote a quality ‘brand image’ among the international student community.
- ❖ Create an excellent international experience for overseas students.
- ❖ Facilitate opportunities for inter-cultural exchanges; e.g. organising events like “Diwali Celebration Night”
- ❖ Integrate international student community with the domestic students; e.g. formation of an “International Student Association” in support of CSU (Chester Students Union).

6.3 Implementation

Ever since its formation as an independent university, University of Chester has been trying to implement an “Institution-wide Internationalisation Strategy”. However, due to the lack of efficient co-ordination and other administrative difficulties, its internationalisation efforts were limited to few of its academic disciplines such as Business, Law, Languages and Cardio vascular Rehabilitation. In order to improve its international profile, new Dean of International Development has been appointed recently. From the inputs gathered from the interview conducted with him, the

researcher understands that, the senior management of the UoC is seriously considering further improvement in the internationalisation efforts of the University of Chester in the coming years. As an initial step towards it, the management is planning to formulate an ‘institution-wide internationalisation strategy’, that will be applicable to the entire university covering all the academic departments and faculties of the UoC.

Senior management team at the UoC is planning to establish a “High-Level Internationalisation Board”, consisting of representatives from various academic departments and supporting departments of the UoC. The Board would be given the responsibility for ensuring smooth co-ordination of various internationalisation activities at each academic department. Dean also aims at enhancing an efficient level of co-ordination of the functioning of various supporting departments to the internationalisation process of the UoC. University of Chester is also aiming at exploring some of the untapped and potential international markets, such as USA and different European countries for international student recruitments and international research and academic collaborations in the future. Hence, it can be expected that, the University of Chester will be adopting an effective ‘Organisation’ and ‘Programme’ Strategies of Internationalisation (as illustrated by Knight, 2004) in the functioning of all its academic and supporting departments in the years to come, so as to improve its positioning in the ‘Global Education Sphere’.(Source: Interview with Dean of International Development, University of Chester.)

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Appendix 1:

Covering Letter sent to the Surveyed Universities requesting participation in the Current Survey

Dear International Officer,

Re: Questionnaire on level of Internationalisation.

My name is John Jofin, currently pursuing full time MBA at the University of Chester. I am currently working on my MBA dissertation on “Internationalisation of Higher Education among the UK universities”. As a part of my study on the same, I am gathering information on the level of internationalisation among the popular universities in the UK. In my initial survey, I found that your institution has a considerable international dimension among the international student community; therefore I am interested in knowing more about the level of internationalisation at your organisation. With the intention of the same, I am sending an online questionnaire along with this mail to your prestigious institution.

I am hereby requesting you to kindly fill up the attached questionnaire online and send back to my email id johnjofin2000@yahoo.com . I will be really grateful to you if you consider my request.

Thanks and Regards

John Jofin

Student- Chester Business School.

Student Number:0816310

University of Chester

UK

Ph: 07950477969

N.B: The attached questionnaire in Microsoft Word Document

Appendix 2:**Questionnaire on Internationalisation of Higher Education**

Questionnaire on Internationalisation of Higher Education

(Time needed for completion: 20 minutes)

Section 1. Institutional information (Optional)

Name of Institution :	
Address:	
City:	Country:
Name of person completing questionnaire:	
Designation	Email:

Section 2. Internationalisation Policy

1. Is internationalisation a high priority in your institution? (Please check the appropriate answer with a * mark)			
Very much <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very little <input type="checkbox"/>	Not at all <input type="checkbox"/>
2. If internationalisation is a priority in your institution, please indicate the major reasons for internationalisation efforts at your institution? (Rank the most significant points which are appropriate with scale 1 to 5. 1 = highest importance and 5 = least importance.)			
Mobility and Exchanges for Students and Teachers []			
Teaching and Research Collaboration []			
Academic Standards and Quality []			
International Research Projects []			
Co-operation and Development Assistance []			
Curriculum Development []			
International and Inter-cultural Understanding []			
Promotion and Profile of Institution []			
Diversify Source of Faculty and Students []			
Regional Issues and Integration []			
International Student Recruitment []			
Diversify Income Generation []			
3. Is there is an institution-wide internationalisation policy/strategy in your institution? (Please check the appropriate answer with a * mark)			
Yes []		No []	

4. Is there an office with overall responsibility for overseeing the implementation of the internationalisation policy/strategy of the institution? (Please check the appropriate answer with a * mark)	
Yes []	No []
5. Is there a specific budgetary provision made for implementing the internationalisation policy/strategy? (Please check the appropriate answer with a * mark)	
Yes []	No []
6. Does the internationalisation policy/strategy include geographic priorities? (Rank the most significant points which are appropriate with scale 1 to 5. 1 = highest importance and 5 = least importance.)	
Africa	[]
Asia	[]
Australia	[]
Europe	[]
USA	[]

Section 3. Internationalisation Priorities

7. On a scale of 1 to 5 indicate the level of importance assigned to the following aspects of internationalisation at your institution: (1 = highest importance and 5 = least importance)	
Mobility of students	[]
Mobility of faculty members	[]
Introducing an international dimension into curriculum	[]
Strengthening international research collaboration	[]
International development projects, linkages, capacity building	[]
Extracurricular activities for international students	[]
Commercial export or import of educational programs	[]
Establishment of branch campuses abroad	[]
Development of twinning programs	[]
Offering joint academic programs with international partners	[]
Other aspects of internationalisation, please specify:	[]
8. On a scale of 1 to 5 indicate the major senders of international students to your institution: (1 = highest importance and 5 = least importance)	
India	[]
China	[]

Malaysia	[]
USA	[]
Hong Kong	[]
Nigeria	[]
Ireland	[]
Germany	[]
Others, please specify:	
9. On a scale of 1 to 5 indicate the major modes of student mobility at your institutions: (1 = highest importance and 5 = least importance):	
Welcoming international students	[]
Sending students abroad	[]
Reciprocal exchange	[]
Recruiting students in the Overseas campuses	[]
Twinning programmes	[]
Recruiting only local students	[]
10. On a scale of 1 to 5 indicate the geographical origin of major academic partnering organizations (1 = highest importance and 5 = least importance)	
India	[]
China	[]
Malaysia	[]
USA	[]
Hong Kong	[]
Ireland	[]
Germany	[]
Nigeria	[]
Others, please specify:	
11. On a scale of 1 to 5 indicate the most internationalised disciplines at your institution: (1 = highest importance and 5 = least importance)	
Arts and Humanities	[]
Business Administration	[]
Engineering	[]
Health Sciences	[]
Information Technology.	[]
Social Sciences	[]
Natural Sciences	[]
12. On a scale of 1 to 5 indicate the most internationalised academic programmes at your institution? (1 = highest importance and 5 = least importance.)	
Postgraduate research	[]
Postgraduate taught	[]

Postgraduate other	[]
First degree	[]
Other undergraduate	[]
13. On a scale of 1 to 5 indicate the five major obstacles faced by your organization in its internationalisation efforts :(1 = highest importance and 5 = least importance.)	
Lack of policy/strategy to facilitate the process	[]
Lack of financial support	[]
Administrative inertia or difficulties	[]
Increasing competition among UK HEIs	[]
Issues of Accreditation of qualification	[]
Lack of reliable and comprehensive information	[]
Lack of International partnering opportunities	[]
Lack of co-ordination of internationalisation activities in the university	[]
Insufficiently trained or qualified staff to guide the process	[]
Other, please specify:	

Section 4. National/Regional Policy Framework and Internationalisation

14. Are there policies in place at the national level to enhance the institutional efforts to internationalise? (Please check the appropriate answer with a * mark)	
Yes []	No []
If yes, describe briefly:	
15. Are there funding programs at the national level to provide support to institutional internationalisation efforts? (Please check the appropriate answer with a * mark)	
Yes []	No []
If yes, describe briefly:	
16. Are there policies in place at the regional level to enhance the institutional efforts to internationalise? (Please check the appropriate answer with a * mark)	
Yes []	No []
If yes, describe briefly:	
17. Are there funding programs at the regional level to provide support to institutional internationalisation efforts? (Please check the appropriate answer with a * mark)	
Yes []	No []
If yes, describe briefly:	

Appendix 3: Analysis of Responses from Surveyed Universities

Analysis of Responses from Surveyed Universities									
	Universities	% of respondents opting for each variables						Avg. Score	Rank
		%	%	%	%	%	%		
	Scale 1 to 5 (1= HIGHEST IMPORTANT FACTOR 5 = LOWEST IMPORTANT FACTOR)	1	2	3	4	5			
Topic	Benefits of Internationalisation								
	Mobility and Exchanges for Students and Teachers	75	25	0	0	0	100	1.75	II
	Teaching and Research Collaboration	23	15	47	15	0	100	2.44	VI
	Academic Standards and Quality	26	42	21	11	0	100	2.15	V
	Research Projects	0	10	50	30	10	100	3.78	
	Co-operation and Development Assistance	6	0	13	38	43	100	4.4	
	Curriculum Development	0	10	10	50	30	100	4	
	International and Inter-cultural Understanding	26	37	37	0	0	100	2	IV
	Promotion and Profile of Institution	75	20	0	0	5	100	1.4	I
	Diversify Source of Faculty and Students		36	0	9	55	100	3.82	
	Regional Issues and Integration	0	8	23	23	46	100	3.79	
	International Student Recruitment	15	39	38	8	0	100	2.58	
	Diversify Income Generation	37	32	31	0	0	100	1.85	III
Topic	Geographic Priorities								
	Africa	21	16	58	5	0	100	2.35	IV
	Asia	85	15	0	0	0	100	1.15	I
	Australia	0	0	18	35	47	100	4.38	V
	Europe	42	37	21	0	0	100	1.7	II
	America	25	45	25	0	5	100	2.15	III
Topic	Modes of Internationalisation								
	Mobility of students	75	25	0	0	0	100	1.25	I
	Mobility of faculty members	19	62	13	0	6	100	2.13	II
	Introducing an international dimension into curriculum	10	35	35	15	5	100	2.78	VI
	Strengthening international research collaboration	32	18	44	6	0	100	2.25	III
	International development projects, linkages, capacity building	15	0	24	38	23	100	3.54	
	Extracurricular activities for international students	23	23	23	8	23	100	3.4	
	Commercial export or import of educational programmes	12	6	50		32	100	3.31	
	Establishment of branch campuses abroad	8	0	8	42	42	100	4.08	
	Development of twinning programmes	11	44	17	17	11	100	2.72	V
	Offering joint academic programmes with international partners	6	46	42	6	0	100	2.47	IV

Topic	<i>Internationalised Disciplines</i>								
	Arts and Humanities	0	23	8	31	38	100	3.85	
	Business Administration	75	25	0	0	0	100	1.5	I
	Engineering	30	70	0	0	0	100	1.8	II
	Health Sciences	22	22	50	6		100	2.15	III
	Information Technology.	6	19	32	30	13	100	3.25	V
	Social Sciences	6	30	29	29	6	100	2.83	IV
	Natural Sciences	7	7	13	27	46	100	4	
Topic	<i>Obstacles of Internationalisation Efforts</i>								
	Lack of policy/strategy to facilitate the process	0	31	23	23	23	100	3.38	
	Lack of financial support	8	33	18	8	33	100	3.5	
	Administrative inertia or difficulties	8	25	25	8	34	100	3.33	VI
	Increasing competition among UK HEIs	58	37	0	5	0	100	1.53	I
	Issues of Accreditation of qualification	0	20	20	25	35	100	4.19	
	Lack of reliable and comprehensive information	0	37	37	26	0	100	2.89	IV
	Lack of International partnering opportunities	6	12	32	44	6	100	3.31	V
	Lack of co-ordination of internationalisation activities in the university	45	35	15	5	0	100	1.8	II
	Insufficiently trained or qualified staff to guide the process	21	42	27	5	5	100	2.32	III
Topic	<i>Internationalised Programmes</i>								
	Postgraduate research	40	35	25	0	0	100	1.85	II
	Postgraduate taught	65	25	10	0	0	100	1.45	I
	Postgraduate other	0	0	40	50	10	100	3.7	
	First degree	40	25	35	0	0	100	1.95	III
	Other undergraduate	0	33	0	25	42	100	3.75	
Topic	<i>Major Senders of International Students</i>								
	India	65	35	0	0	0	100	1.35	II
	China	75	25	0	0	0	100	1.25	I
	Malaysia	0	40	25	35	0	100	2.95	V
	USA	40	35	20	5	0	100	1.9	III
	Hong Kong	0	8	17	25	50	100	4.17	
	Nigeria	17	33	33	11	6	100	2.42	IV
	Ireland	0	0	25	31	44	100	4.19	
	Germany	0	13	12	50	25	100	3.88	
Topic	<i>Major Academic Partnering Countries</i>								
	China	65	35	0	0	0	100	1.35	I
	India	60	40	0	0	0	100	1.4	II
	Malaysia	6	47	36	11	0	100	3.07	IV
	USA	55	15	30	0	0	100	1.75	III
	Hong Kong	6	13	31	31	19	100	3.44	
	Ireland	0	13	50	25	12	100	3.38	V
	Germany	0	12	22	22	44	100	3.6	
	Nigeria	8	8	34	33	17	100	3.42	

Topic	Major Modes of Student Mobility								
	Recruiting Overseas students	85	15	0	0	0	100	1.15	I
	Sending students abroad	20	65	15	0	0	100	1.95	II
	Reciprocal exchange	0	15	60	15	10	100	3.2	IV
	Recruiting students in the Overseas campuses	0	7	27	26	40	100	3.33	V
	Twinning programmes	5	32	26	37	0	100	3.11	III
	Recruiting only local students	0	0	0	17	83	100	4.14	

Note: The analytical table has been prepared on the basis of opinions gathered through the questionnaire survey. The above given table is showing a condensed information regarding the analysis made by the researcher from the results of the survey. The most significant aspects of each question are marked in various colours for the ease of identification.

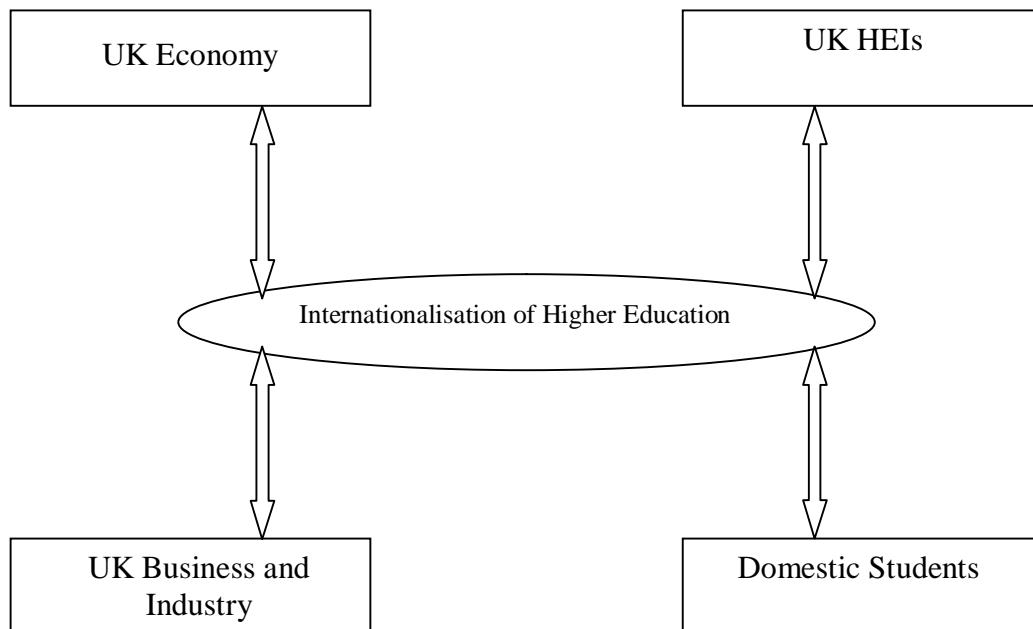
Appendix 4:

Stakeholder Expectations on Internationalisation at University of Chester.

Stakeholder Expectations on Internationalisation at University of Chester.

Internationalisation in the higher education sector brings about a variety of advantages and disadvantages to a nation's distinct group of stakeholders. The following figure explains the significant stakeholders of internationalisation of higher education practiced at the University of Chester.

Stakeholders of Internationalisation efforts at the University of Chester.



The table given below illustrates the various advantages and disadvantages brought by Internationalisation to the various stakeholders at the University of Chester.

Merits and Demerits of internationalisation to the Stakeholders of University of Chester.

Stakeholders	Advantages	Disadvantages
UK Economy	<ul style="list-style-type: none"> ❖ Increased competitiveness in the Higher Education sector ❖ Helps to be an attractive location for foreign students and International Higher Education Institutions ❖ Mutual understanding of different cultures of the world. ❖ Pool of qualified foreign students will become ambassadors of UK education ❖ Provide an international exposure to the HEIs to collaborate with foreign HEIs ❖ More sources of public income and foreign reserves 	<ul style="list-style-type: none"> ❖ Internationalisation brings more societal costs than benefits ❖ Erosion in the identity of domestic culture ❖ Challenge to domestic workforce due to excessive inflow of foreign student work force leading to loss of job opportunity to domestic workforce ❖ Poses a security risk due to easy entry for foreign students to UK. ❖ HEIs focus more on International Partnerships rather than partnering and collaborating with domestic institutions ❖ HEIs begin to satisfy the needs of international students leaving the domestic students ❖ Leads to unhealthy competition among UK HEIs
UK HEIs	<ul style="list-style-type: none"> ❖ Brings economic imperatives ❖ Globally reputed partnerships ❖ Opportunities for International Research Collaboration ❖ Improves Academic Quality ❖ Brings additional source of income for HEIs ❖ Facilitate economies of scale through Joint Academic Collaborations and Alliances ❖ Healthy competition among UK 	<ul style="list-style-type: none"> ❖ Commercialisation will benefit popular programmes at the cost of small programmes. ❖ Difficulty in ensuring the quality of academic delivery in the Overseas Partnering Institutions ❖ Language difference and cultural differences will lead to lower quality of Academic

	<p>HEIs brings International Quality in education arena.</p> <ul style="list-style-type: none"> ❖ Diversified source of students and Academic staff ❖ Bringing an international dimension into the curriculum ❖ Equipping the students for global employability ❖ Facilitating great degree of cultural knowledge transfer ❖ Increased international competitiveness ❖ Attracting a great pool EU and non EU students to home campuses 	<p>Delivery</p> <ul style="list-style-type: none"> ❖ Over-emphasis on the International Partnerships at the cost of Regional Academic Partnerships.
UK Business and Industry	<ul style="list-style-type: none"> ❖ Pool of talented foreign graduate workforce ❖ Spending in UK economy by foreign students ❖ Pool of internationally skilled workforce having multi linguistic and multi national experience and exposure ❖ Ease in developing a multi cultured and global workforce ❖ Enhancing the global dimension of management. 	<ul style="list-style-type: none"> ❖ UK domestic talent opt for career abroad ❖ Difficulties in assessing foreign graduates and evaluating their CV
Domestic Students	<ul style="list-style-type: none"> ❖ Internationally reputed qualification ❖ Potential for increased employability ❖ Multi cultural understanding and a richer student experience 	<ul style="list-style-type: none"> ❖ Over concentration on foreign students at the cost of domestic students ❖ Reduces job opportunities for domestic student workforce due to inflow of huge number of internal students to UK

Appendix 5:

SWOC Analysis of Internationalisation efforts at University of Chester

SWOC Analysis of internationalisation efforts of University of Chester

This section explains the major strengths, weaknesses, opportunities and challenges of the Internationalisation efforts of the University of Chester prepared in the lights of rounds of Interviews with Senior Officials of Internationalisation efforts at the University of Chester.

Strengths

- ❖ High Level of priority for internationalisation at institutional level.
- ❖ Fully dedicated department in charge of internationalisation efforts under the supervision of a newly appointed Dean for international affairs
- ❖ Decent level of internationalisation at various academic departments including Mobility of staff and students, development of Joint Academic Programmes, launching development projects in association with its Overseas Partner Institutions etc.
- ❖ Participation in various Exchange programmes, such as Erasmus Exchange programme, North American Exchange programme, ISEP, and Study abroad opportunities in various countries around the world.

Weakness

- ❖ Lack of an “Institution-wide Internationalisation Strategy”.
- ❖ Lack of specific budgetary provision for enhancing the implementation of internationalisation efforts at the overall institutional level.
- ❖ Administrative level inertia or difficulties regarding the “Implementation of Internationalisation Process” across the entire University.
- ❖ Lack of effective co-ordination of international efforts at various academic departments.
- ❖ Lack of adequately trained staff to co-ordinate the international activities of the University

Opportunities

- ❖ Make more productive use of government's encouragement efforts through grants, policies and schemes such as PMI2, Commonwealth Scholarships Schemes etc. for improving the "level of internationalisation" at the institutional level.
- ❖ Positive impact of heavy promotional efforts undertaken at the international level enabled the University to achieve a year on year increase in the number of international students recruited.

Challenges

- ❖ Internationalisation efforts are limited to few academic faculties only, which limit the scope of "Institution wide Internationalisation Strategy".
- ❖ Concentrating the international efforts mostly in few countries including India, USA, Nigeria, China, Georgia, Ireland etc
- ❖ Inadequate financial support for undertaking more advanced level of internationalisation efforts at the university.
- ❖ Adverse affect of high level of competition existing among large number of universities and other Higher Educational Institutions located across UK.